

BERMUDIAN SPRINGS

"Inspiring to lead, learn, compete, and serve."



SCHOOL DISTRICT

2014-2015 STUDENT DATA REPORT

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Bermudian Springs School District
York Springs, Pennsylvania 17372

Student Data Report 2014-2015

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**BERMUDIAN SPRINGS SCHOOL DISTRICT
OFFICE OF THE ASSISTANT TO THE SUPERINTENDENT**

Roger H. Stroup

STUDENT DATA REPORT- NARRATIVE HIGHLIGHTS

PSAT

The Preliminary Scholastic Aptitude Test (PSAT) represent the scores students should meet or exceed to be considered on track to be college or career ready. Seventy-four (74) students participated in the exam, an increase of fifteen (15) from the previous school year. Bermudian Springs students scored at or above both state and national averages on all three tests: critical reading, mathematics, and writing skills.

SAT

During the 2014-15 school year, a total of eighty-eight (88) BSHS students were administered the Scholastic Aptitude Test (SAT) this is an increase of nine (9) students from the previous year. The average scores were 511 (math), 491 (reading), 465 (writing), for a total average score of 1467. Our scores were higher than the PA state average on math, but lower on reading and writing.

COLLEGE IN THE HIGH SCHOOL

During the 2014-15 school year the district offered the following college in the high school courses through the Harrisburg Area Community College: pre-calculus, statistics, history, English, and health. Eighty-five (85) students participated in the respective programs. This was an increase of seven (7) students from last year. Eighty-four (84) students or 98% were eligible for college credit.

DROP-OUT PROFILE

There were four (4) drop-outs reported during the 2014-15 school year. This also matches last year's number of four (4) as well. These numbers are remarkable and can be credited in large part to the recent summer school, credit recovery, and intervention opportunities provided by the school district. Holly Wallen should be given a great deal of credit for these excellent results.

MyCOLLEGE OPTIONS SURVEY RESULTS

Bermudian Springs High School Students were surveyed on a variety of college and career questions. Some data of note would be; fifty-six (56%) percent of Bermudian students had a parent attend college compared to the state average of sixty-nine (69%) percent, and a national average of sixty-seven (67%) percent. Forty-four (44%) of Bermudian students had neither parent attend college compared to thirty-one (31%) percent in the state and thirty-three (33%) percent nationally.

SENIOR EXIT INTERVIEW

Ninety four (94%) percent of the seniors report that they feel they had a good educational experience in the high school. Eighty-eight (88%) percent of the seniors participated in extracurricular activities in the high school.

STAR ASSESSMENTS/ACCELERATED READER MIDDLE SCHOOL

The STAR assessment is thirty minute computer-based benchmark assessment that is administered four times to all students in grades 5-8 in reading and math. Students in grades 5-8 read 9,876 books and demonstrated proficiency on 8,895 of the on-line comprehension quizzes, which is a 90% proficiency.

PSSA 2013-2014 (2015 results will be available in late summer)

During the 2013-14 school year students in grades 3-8 are tested in math and reading. Bermudian Springs students scored above the state level in math in grades 3,5,6 and 8. Our students scored above the state average in reading in grades 3,4,5,7, and 8. Bermudian students in both grade 4 and 8 (the only two grades tested) scored above the state average in science.

KEYSTONE EXAMS (2015 results will be available in late summer)

During the 2013-14 school year keystone exam scores were as follows: math 72% (PA 64), literature 85% (PA 74), biology 64% (PA 54).

PSAT/NMSQT®

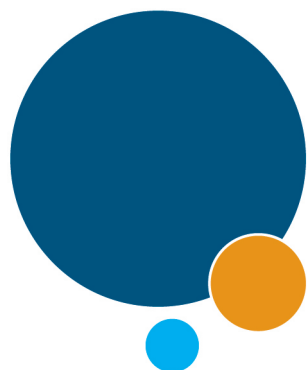
Preliminary SAT/National Merit Scholarship Qualifying Test

2014-15 SOAS

Summary of Answers and Skills Report

Wednesday Form: Juniors, Class of 2016

BERMUDIAN SPRINGS HIGH SCHOOL



PSAT/NMSQT results for your students are enclosed. Use this information to adjust curricula and instructional practice to improve student learning.

Download this report, state alignments, test questions and answer explanations at:

scores.collegeboard.org

Performance Overview

This report details the performance of 74 students from the 11th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

For each section of the test (critical reading, mathematics and writing skills), you will find the following:

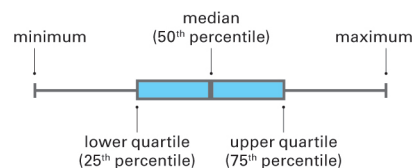
- **Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
- **Question Analysis:** A detailed analysis of your students' responses to each PSAT/NMSQT question.
- **Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

74

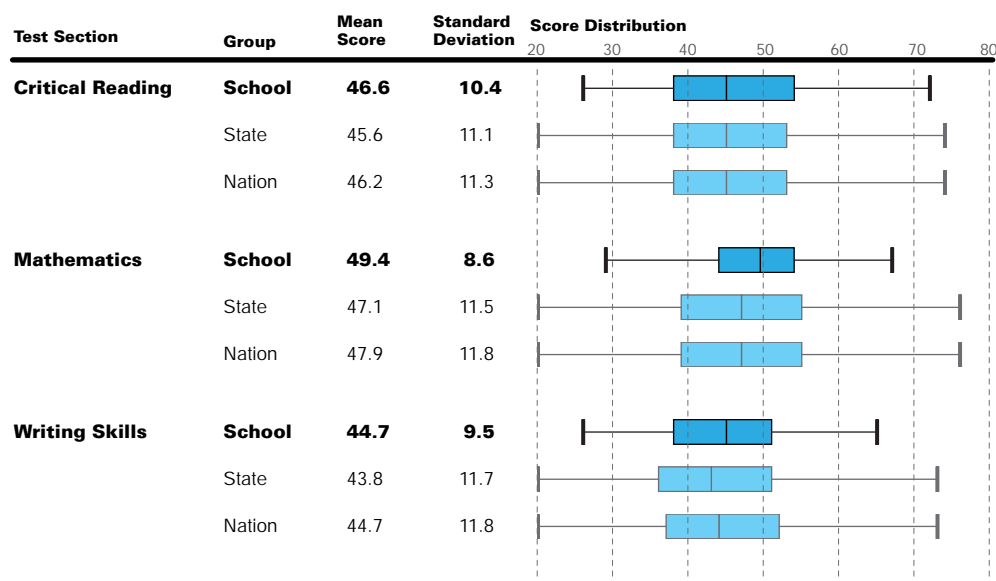
11th GRADE STUDENTS

Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).



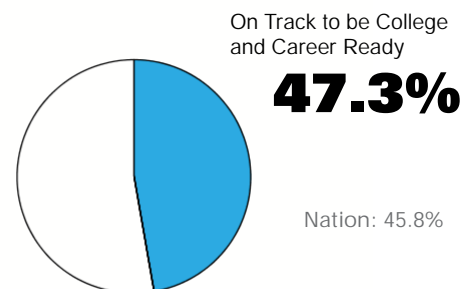
Note: The minimum and maximum exclude outliers.



College and Career Readiness

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit www.collegeboard.org/results).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.



All data on this page (score information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the same PSAT/NMSQT form (Wednesday). To view state and national score information and of students meeting the College Readiness Benchmark for the total group (Wednesday and Saturday combined), see the College-Bound Sophomores and Juniors reports available at scores.collegeboard.org

Critical Reading Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at scores.collegeboard.org

Group

x School
G State
F Nation

Difficulty

Easy (1-3)
Medium (4-6)
Hard (7-9)

Determining the Meaning of Words

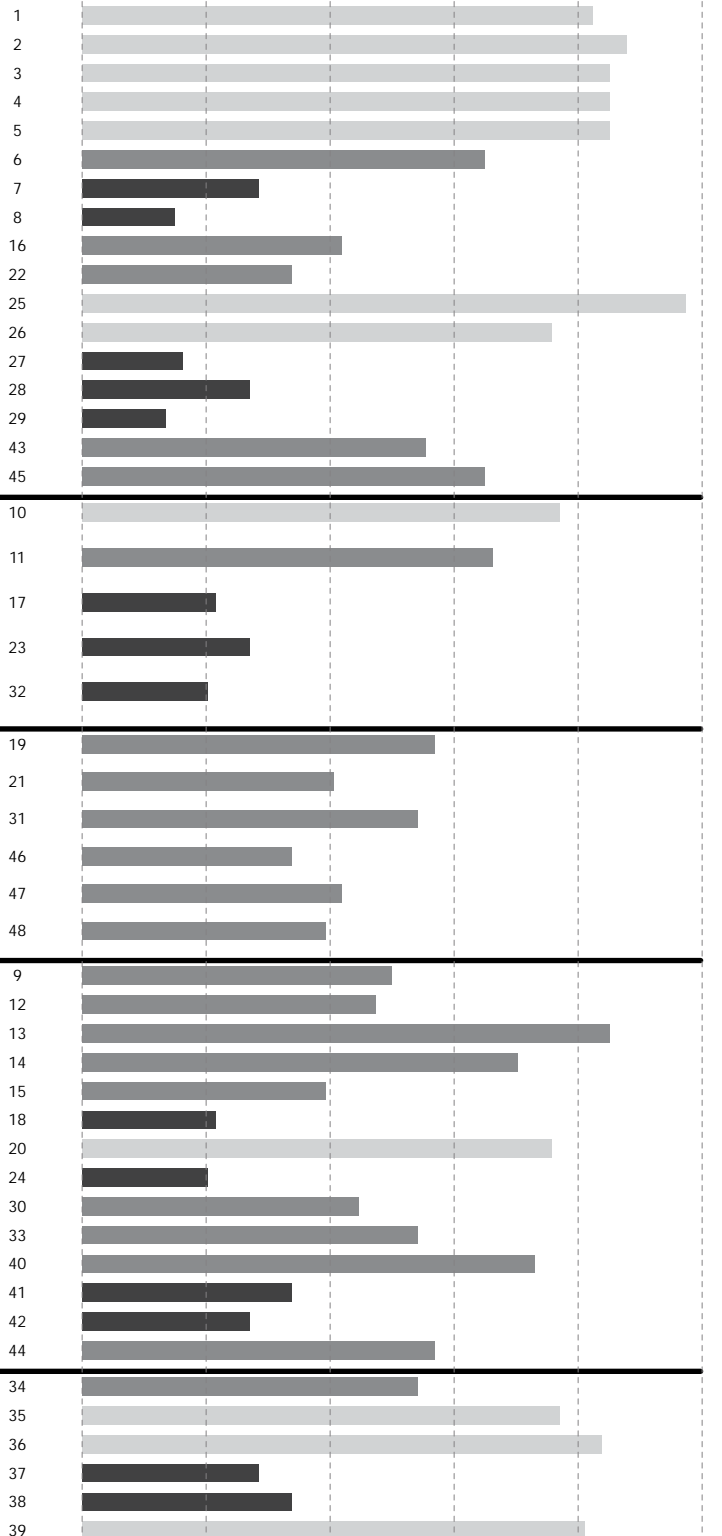
Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.

9.6 of 17 questions correct



Percent of Students Responding Correctly

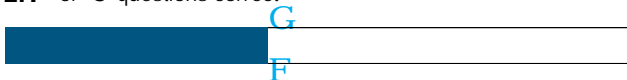
Question 0% 20% 40% 60% 80% 100%



Author's Craft

Understand how authors use tone, style and writing devices such as metaphor or symbolism.

2.1 of 5 questions correct



Reasoning and Inferencing

Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.

2.7 of 6 questions correct



Organization and Ideas

Understand the organization of a reading passage, and identify the main and supporting ideas.

7.0 of 14 questions correct



Understanding Literary Elements

Understand literary elements such as plot, setting and characterization.

3.6 of 6 questions correct



Critical Reading Comparable Group Analysis

What is a comparable group?

A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 1	1	2	82	86			}	
	2	2	88	88			}	
	3	3	85	85			}	
	4	3	85	86			}	
	5	3	85	85			}	
	6	4	65	63			}	
	7	7	28	32		}		
	8	8	15	16		}		
	9	6	50	48			}	
	10	3	77	83		}		
	11	4	66	69		}		
	12	6	47	47		}		
	13	4	85	77			}	
	14	4	70	64			}	
	15	6	39	41		}		
	16	6	42	41		}		
	17	8	22	24		}		
	18	8	22	24		}		
	19	5	57	50			}	
	20	3	76	64			}	
	21	6	41	35			}	
	22	5	34	42	}			
	23	7	27	22			}	
	24	8	20	20			}	

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 3	25	1	97	94			}	
	26	2	76	81		}		
	27	7	16	28	}			
	28	8	27	20			}	
	29	9	14	19		}		
	30	6	45	41			}	
	31	5	54	53		}		
	32	7	20	32	}			
	33	5	54	56		}		
	34	5	54	57		}		
	35	3	77	76		}		
	36	2	84	83		}		
	37	7	28	37	}			
	38	8	34	28			}	
	39	2	81	78		}		
	40	4	73	67			}	
	41	7	34	30		}		
	42	7	27	29		}		
	43	5	55	45			}	
	44	4	57	62		}		
	45	4	65	61		}		
	46	5	34	47	}			
	47	4	42	48		}		
	48	5	39	46		}		

Your students performed **significantly worse** on questions that fall in the dark blue column to the left,

and **significantly better** on questions that fall in the light blue column to the right.

Mathematics Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at scores.collegeboard.org

Group	Difficulty
x School	Easy (1-3)
G State	Medium (4-6)
F Nation	Hard (7-9)

Number and Operations

Understand types of numbers (integers, fractions, decimals), their properties, and the correct order of operations (multiplication, division, addition).

4.5 of 8 questions correct



Algebra and Functions

Solve problems using algebraic expressions and symbols to represent relationships, patterns, and functions of different types.

8.1 of 14 questions correct



Geometry and Measurement

Solve problems based on understanding the properties of shapes, such as triangles and circles, and the spatial relationships between angles and lines.

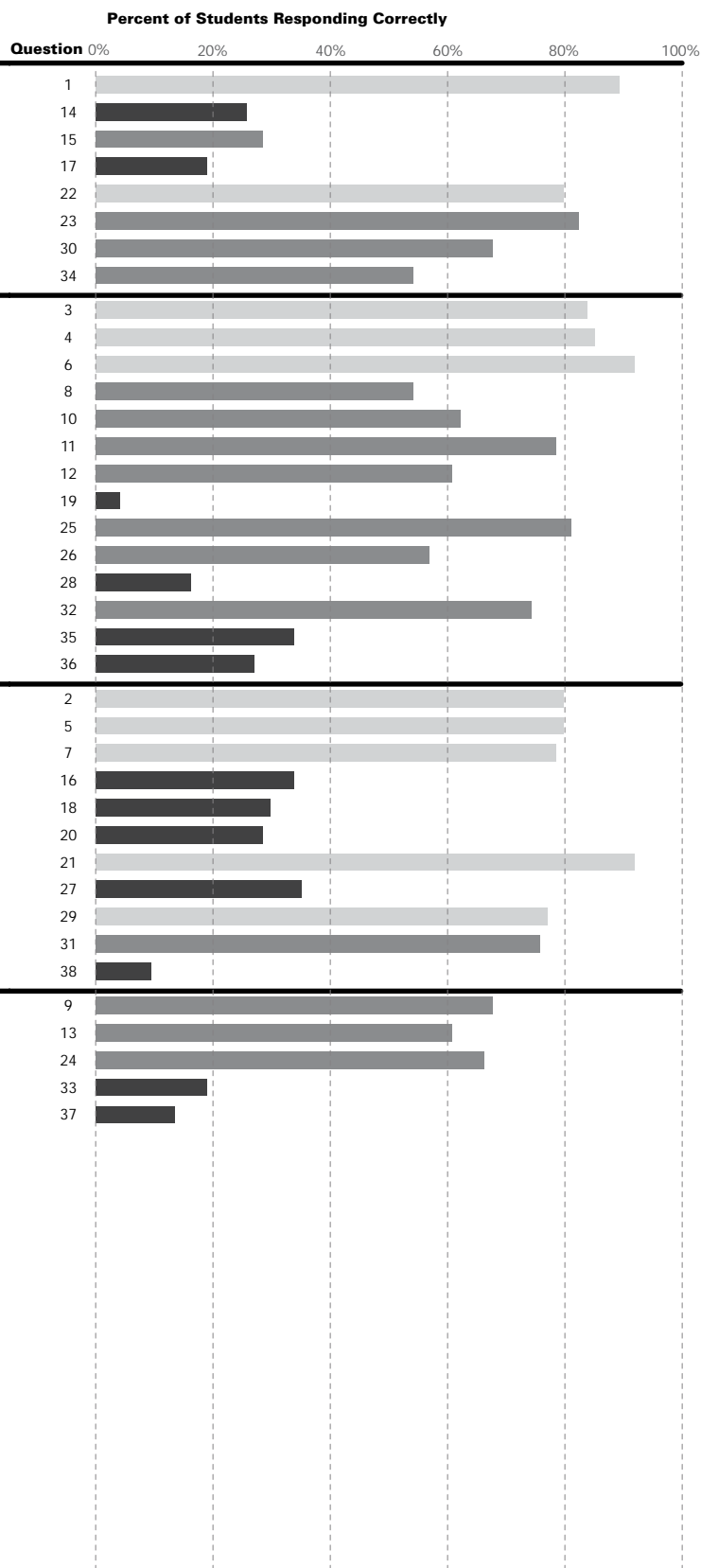
6.2 of 11 questions correct



Data, Statistics, and Probability

Analyze data, understand descriptive statistics, make inferences and determine the likelihood that certain events will occur.

2.3 of 5 questions correct



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Group	Difficulty
x School	Easy (1-3)
G State	Medium (4-6)
F Nation	Hard (7-9)

Problem Solving

Solve abstract and practical problems, applying and adapting a variety of strategies. Monitor progress and evaluate answers in terms of questions asked.

6.1 of 11 questions correct



Representation

Use and translate among representations including verbal, numerical, symbolic, and graphical to communicate mathematical ideas and solve problems.

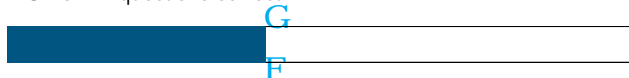
4.4 of 7 questions correct



Reasoning

Develop and use mathematical arguments and proofs to explore the truth of conjectures and justify conclusions.

2.9 of 7 questions correct



Connections

Connect ideas from different areas of mathematics (particularly geometry and algebra) to state or solve abstract or applied problems.

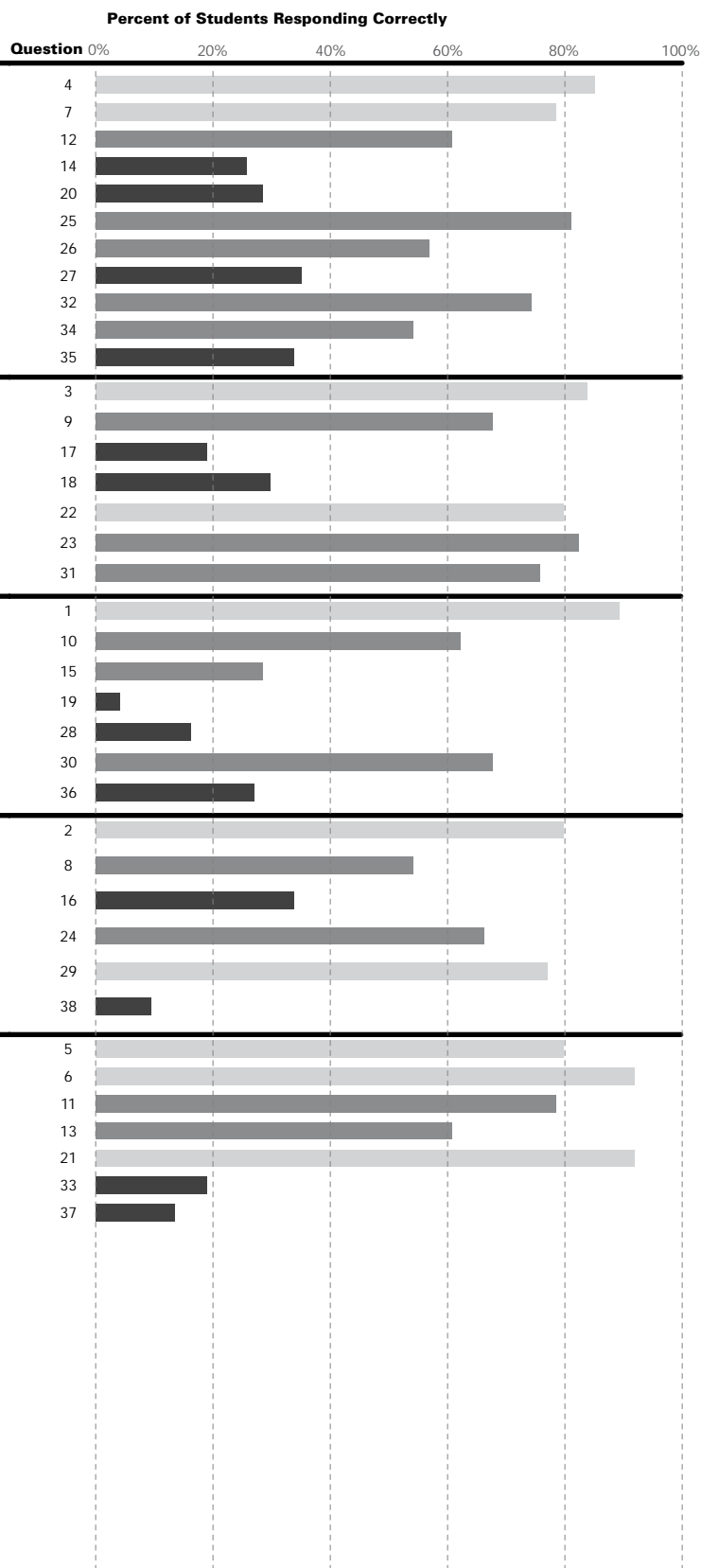
3.2 of 6 questions correct



Communication

Express mathematical ideas precisely and communicate them coherently and clearly in the language and notation of mathematics.

4.4 of 7 questions correct



Mathematics Comparable Group Analysis

What is a comparable group?

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Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 2	1	3	89	86			}	
	2	1	80	91	}			
	3	3	84	89		}		
	4	2	85	83			}	
	5	3	80	81		}		
	6	2	92	86			}	
	7	3	78	85	}			
	8	5	54	60	}			
	9	4	68	74	}			
	10	5	62	64		}		
	11	4	78	76			}	
	12	5	61	58			}	
	13	5	61	62		}		
	14	7	26	30		}		
	15	6	28	39	}			
	16	7	34	32			}	
	17	8	19	19		}		
	18	7	30	23			}	
	19	9	4	9		}		
	20	8	28	18			}	

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 4	21	2	92	90			}	
	22	3	80	81		}		
	23	4	82	75			}	
	24	5	66	65		}		
	25	4	81	75			}	
	26	5	57	54		}		
	27	7	35	41		}		
	28	8	16	25	}			
	29	3	77	79		}		
	30	4	68	74		}		
	31	5	76	65			}	
	32	5	74	57				+17% X
	33	7	19	21		}		
	34	6	54	61		}		
	35	7	34	32		}		
	36	7	27	22			}	
	37	8	14	16		}		
	38	9	10	10		}		

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The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at scores.collegeboard.org

x School
G State
F Nation

■ Easy (1-3)
 ■ Medium (4-6)
 ■ Hard (7-9)

5.9 of **14** questions correct



3.7 of **6** questions correct



5.6 of **9** questions correct



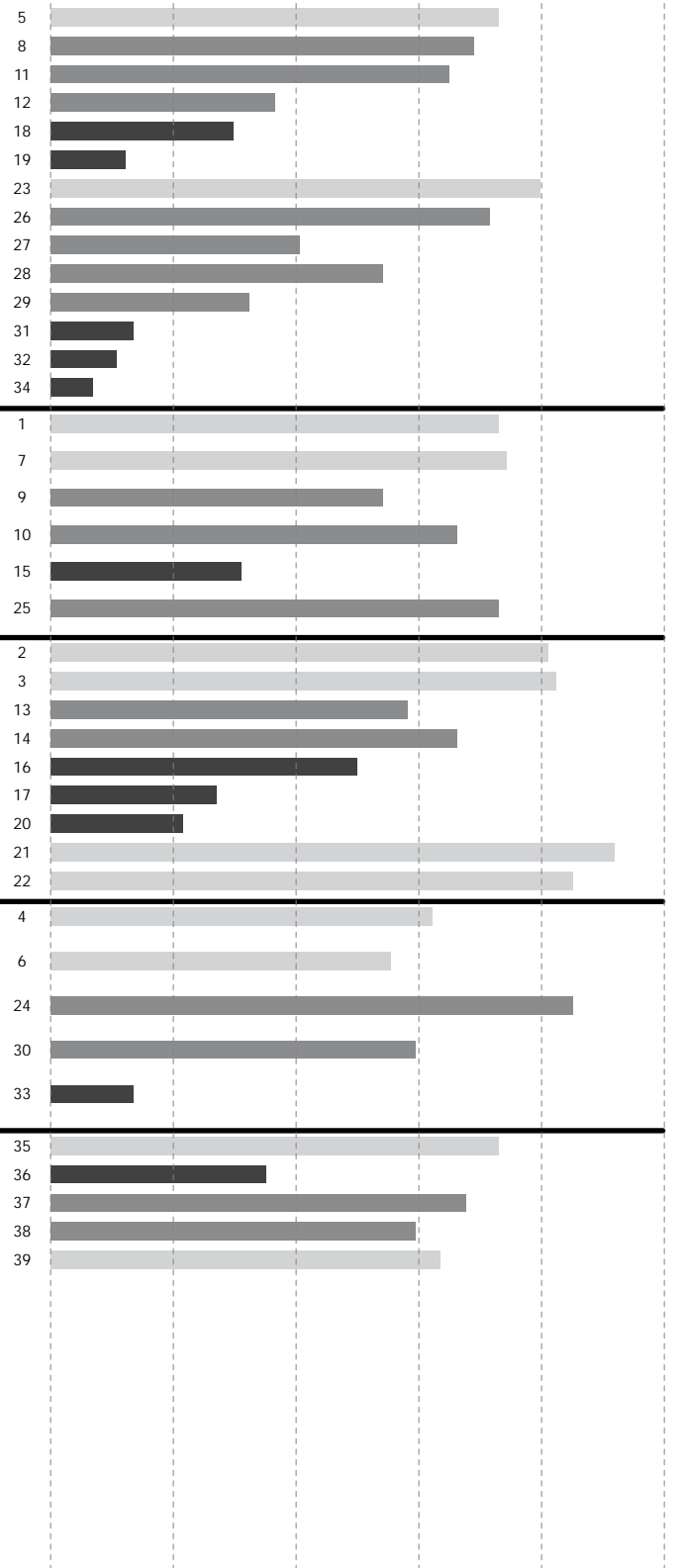
2.8 of **5** questions correct



3.0 of **5** questions correct



Question 0% 20% 40% 60% 80% 100%



Writing Skills Comparable Group Analysis

What is a comparable group?

A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

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Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 5	1	2	73	72			}	
	2	2	81	84			}	
	3	2	82	82			}	
	4	3	62	67			}	
	5	3	73	72			}	
	6	3	55	66	}			
	7	3	74	75			}	
	8	4	69	70			}	
	9	5	54	60		}		
	10	5	66	64			}	
	11	5	65	64			}	
	12	5	37	46	}			
	13	6	58	49				}
	14	6	66	49				+17% X
	15	7	31	31			}	
	16	7	50	38				}
	17	8	27	30			}	
	18	8	30	26			}	
	19	8	12	20	}			
	20	8	22	21			}	

Question	Difficulty	School (% correct)	Comp Group (% correct)	Difference between School and Comparable Group				
				-10%	-5%	0%	+5%	+10%
Section 5	21	1	92	86			}	
	22	2	85	80			}	
	23	3	80	74			}	
	24	4	85	85			}	
	25	4	73	72			}	
	26	4	72	66			}	
	27	4	41	59	W-18%			
	28	5	54	56		}		
	29	6	32	37		}		
	30	6	60	55			}	
	31	8	14	27	}			
	32	9	11	12		}		
	33	9	14	19		}		
	34	9	7	10		}		
	35	2	73	73		}		
	36	7	35	39		}		
	37	4	68	61			}	
	38	5	60	49			}	
	39	3	64	59			}	

Your students performed **significantly worse** on questions that fall in the dark blue column to the left,

and **significantly better** on questions that fall in the light blue column to the right.

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

SAT REVIEW
JUNE, 1992 – 2015

CLASS YEAR	MATHEMATICS AVERAGE / # OF STUDENTS	READING AVERAGE / # OF STUDENTS	WRITING AVERAGE / # OF STUDENTS	TOTAL / # OF STUDENTS
1992	447.3 / 52	406.7 / 52		854.0 / 52
1993	464.3 / 61	410.8 / 61		875.1 / 61
1994	489.1 / 56	415.0 / 56		904.1 / 56
1995	466.7 / 54	436.9 / 54		903.6 / 54
1996	530.0 / 67	527.2 / 67		1057.2 / 67
1997	504.8 / 50	518.2 / 50		1023.0 / 50
1998	527.8 / 47	534.0 / 47		1061.8 / 47
1999	521.9 / 67	521.2 / 67		1043.1 / 67
2000	522.0 / 59	528.3 / 59		1050.3 / 59
2001	526.1 / 63	516.3 / 67		1042.0 / 67
2002	501.0 / 73	513.0 / 73		1014.0 / 73
2003	505.3 / 59	504.9 / 59		1010.2 / 59
2004	522.9 / 60	504.0 / 60		1026.9 / 60
2005	514.4 / 66	517.3 / 66		1031.7 / 66
2006	517.73 / 75	510.8 / 75	501.69 / 59	1530.22 / 75
2007	520.16 / 63	506.51 / 63	496.83 / 63	1523.5 / 63
2008	513.28 / 64	492.5 / 64	482.97 / 64	1488.75 / 64
2009	486.91 / 94	474.0 / 94	465.74 / 94	1426.65 / 94
2010	518.70 / 77	493.64 / 77	482.73 / 77	1495.07 / 77
2011	505.35 / 58	496.90 / 58	486.21 / 58	1488.46 / 58
2012	475.9/88	496.8 / 88	463.1 / 88	1435.8 / 88
2013	507.7 / 74	478.7 / 74	478.6 / 74	1465.1 / 74
2014	522 / 79	511 / 79	495 / 79	1528 / 79
2015	511 / 88	491 / 88	465 / 88	1467 / 88
National Scores	513	497	487	Total National Scores 1497
PA Scores	504	497	480	Total PA Scores 1481

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

CLASS OF 2015 SAT SCORES
SAT SCORE DISTRIBUTION

SCORE	MATH	READING	WRITING
750 - 800	1	0	1
700 - 749	0	0	0
650 - 699	5	2	1
600 - 649	7	14	4
550 - 599	13	12	9
500 - 549	24	32	16
450 - 499	20	13	22
400 - 449	12	8	18
350 - 399	5	1	10
300 - 349	1	0	6
250 - 299	0	0	0
200 - 249	0	0	1
TOTAL STUDENTS - 88			

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

College In The High School
2006 - 2007 THROUGH 2014 - 2015

SUBJECT SCHOOL YEAR	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS ELIGIBLE FOR COLLEGE CREDIT	FAILURES / WITHDRAWAL
PRE-CALCULUS/CALCULUS			
2006-2007	8	8	0
2007-2008	13	12	1
2008-2009	12	2	0
2009-2010	13	10	0
2010-2011	15	14	0
2011-2012	12	6	0
2012-2013	16	8	0
2013-2014	15	9	0
2014-2015	12	11	0
STATISTICS			
2013-2014	16	15	0
2014-2015	5	5	0
Instructor: Mr. Balas			
HISTORY			
2006-2007	35	35	0
2007-2008	27	27	0
2008-2009	40	37	0
2009-2010	28	26	0
2010-2011	46	46	0
2011-2012	17	17	0
2012-2013	32	32	0
2013-2014	39	37	0
2014-2015	44	44	0
Instructor: Mr. Hanson/Mr. Havel/Mrs. Snyder/Mr. Updike			
ENGLISH			
2008-2009	3	3	0
2009-2010	6	6	0
2010-2011	n/a	n/a	n/a
2011-2012	13	12	0
2012-2013	8	6	0
2013-2014	8	8	0
2014-2015	17	17	0
Instructor: Mr. Bennett/Ms. Pero			
HEALTH			
2008-2009	14	14	0
2009-2010	19	19	0
2010-2011	n/a	n/a	n/a
2011-2012	9	7	0
2012-2013	6	5	0
2013-2014	n/a	n/a	n/a
2014-2015	7	7	0
Instructor: Ms. Rapp			

BERMUDIAN SPRINGS SCHOOL DISTRICT
7335 Carlisle Pike, York Springs PA 17372

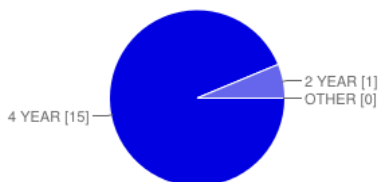
DROP OUT PROFILE

SCHOOL YEAR	2014- 2015	2013- 2014	2012- 2013	2011- 2012	2010- 2011	2009- 2010	2008- 2009	2007- 2008	2006- 2007	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000	TOTAL all YEARS
SEX																	
Male	2	2	5	8	5	4	5	13	10	7	13	8	2	7	6	14	111
Female	2	2	4	3	3	3	0	7	5	2	5	4	9	4	5	8	66
RACE																	
Black	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Hispanic	0	2	1	1	1	0	2	2	1	2	1	0	1	0	2	0	16
White	4	2	6	10	6	7	3	18	14	7	17	12	10	11	9	22	158
Asian	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
AGE																	
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	1	3	2	2	0	1	0	3	1	13
17	2	3	3	10	4	4	3	9	8	2	6	8	7	5	3	10	87
18	2	1	6	1	3	3	1	8	2	4	8	4	3	6	5	8	65
19	0	0	0	0	1	0	1	2	2	1	2	0	0	0	0	3	12
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
GRADE																	
9	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	4
10	1	1	1	2	1	0	0	2	1	2	4	1	1	3	4	5	29
11	3	3	2	3	2	2	1	3	7	4	6	6	5	2	4	6	59
12	0	0	6	6	5	5	4	15	6	3	8	5	5	6	2	9	85
PROGRAM																	
General	4	3	9	9	4	7	3	18	15	7	10	8	8	7	9	16	137
Academic	0	0	0	0	2	0	1	2	0	0	0	0	1	0	0	1	7
Vocational	0	0	0	2	0	0	0	0	0	0	2	0	0	0	1	0	5
Exceptional	0	0	0	0	2	0	1	0	0	2	6	4	2	4	1	5	27
REASON																	
Academic	0	0	0	0	1	0	0	5	4	6	8	4	3	5	1	6	43
Behavior	0	0	0	0	0	0	0	2	2	0	0	0	0	0	2	0	6
Disliked School	1	2	2	4	4	3	2	8	9	1	5	1	5	5	5	8	65
ChildCare	0	0	1	2	1	1	0	1	0	0	2	1	0	0	0	1	10
Work	2	1	4	2	2	2	3	3	0	2	3	6	0	0	1	2	28
Other	1	1	2	3	0	0	0	0	0	0	0	0	3	1	2	5	17
Runaway Expelled	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
TOTAL DROP OUTS	4	4	9	11	8	7	5	20	15	9	18	12	11	11	11	22	177

BERMUDIAN SPRINGS SCHOOL DISTRICT CLASS OF 2014 - GRADUATE SURVEY

Summary- 16 responses

TYPE OF COLLEGE ENROLLED IN



4 YEAR	15	93.8%
2 YEAR	1	6.3%
OTHER	0	0%

Area of Study in College

Applied Math

Hospitality, Tourism and Convention Management

Marketing and Business Management

Neuropsychology

Human development and human development

Biochemistry and Molecular Biology

Public Relations with Minors in Professional

Writing and Hospitality Marketing

Nursing

Business

Business Management and Marketing

Pre-Pharmacy

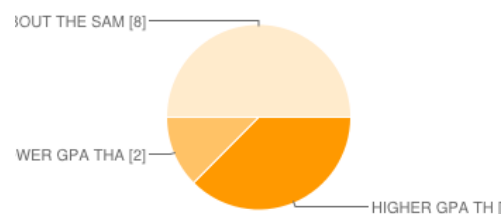
Student ministry

Political Science/Education

Horticulture

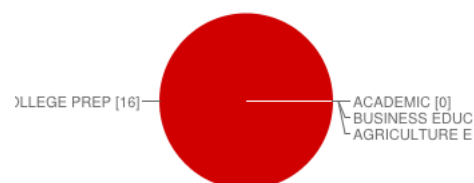
Preschool teacher

Actual post-secondary GPA attained vs Anticipated GPA



HIGHER GPA THAN EXPECTED	6	37.5%
LOWER GPA THAN EXPECTED	2	12.5%
ABOUT THE SAME GPA AS EXPECTED	8	50%

Check curriculum enrolled in @ BSSD



COLLEGE PREPARATORY	16	100%
ACADEMIC	0	0%
BUSINESS EDUCATION	0	0%
AGRICULTURE EDUCATION	0	0%

BERMUDIAN SPRINGS SCHOOL DISTRICT CLASS OF 2014 - GRADUATE SURVEY

Were any of the following advanced level courses taken during senior year @ BSSD?

ADV. Chemistry	5	31.3%	CHS Calculus	4	25%
Physics	5	31.3%	Honors English	9	56.3%
Honors Gov't / Economics	10	62.5%	CHS US History	5	31.3%

In what way did the advanced level courses help to prepare for college?

Helped to make better use of time	4	25%
Helped to be better prepared to complete long range assignments	5	31.3%
Helped adhere to higher expectations	7	43.8%
Other	6	37.5%

In what way were the curricula/programs in BSSD helpful?

The amount of choices were nice, but select few teachers and classes actually prepared me well for college.

None BSSD did not help at all

Only the higher level classes were

They helped me with time management

Time management skills

Learned how to write a good essay

Structure to study and complete projects before time

There are some teachers classes that really prepared me for college. I think the teachers the genuinely cared had much more of an impact of how seriously a student took their academics and curricula. The higher expectations in Honors and CHS classes pushed me to work harder and better myself as a writer.

The advanced chem class and physics taught me things that we started with at college

They were not helpful. There were too many people in the "honors" classes who should not have been in there. They slowed down the pace and made me ill-prepared for college. It wasn't the teachers faults its the schools for allowing too many kids into the honors program.

Creativity

They were helpful because they help me prepare for graduation.

Helped give me a good background in all subjects that have helped me so far in my first year in college

BERMUDIAN SPRINGS SCHOOL DISTRICT

CLASS OF 2014 - GRADUATE SURVEY

What suggestions can you offer that might improved the educational program in BSSD?

Collaboration between students and teachers and coordinating when tests/quizzes are planned

Require all finals to be taken in classes, offer AP courses, make courses harder- they do not prepare you for college

I think it's ok the way it is.

Do not put so much stress on students. The amount of stress radiating from students, especially seniors, is astounding.

If at all possible, there should be classes added in a wider variety of topics. I personally feel that as a Public Relations major, I did not have many opportunities to hone my skills in high school. There need to be more opportunities for those who want to get into communications, maybe in the form of more writing classes. Also, the newspaper would be a great opportunity for a class. I think I only saw a school newspaper twice in high school.

More CHS courses

Teach how to study and take notes. also time management, this is stuff I had to learn in college, sometimes the hard way.

Help students be prepared for the rigor of college level courses

Less team projects and more individual projects

Have AP classes instead of CHS the academic rigor in CHS classes is not the same as in AP. Get rid of students who do not belong in the advanced classes out.

What was the biggest adjustment that needed to be made as a freshman?

Living on campus

Being so far away from home

Time management and study methods

Responsibility: middle school had minimal to no responsibility and high school required the responsibility of a grown adult.

Dorm living with others and noise/partying of others

None is souch better

Living with someone

I had to get used to less classes and having more time

Learning to make friends

Learn how to study for a range of different courses

The work load and intensity of classes

Actually having to take notes and study more than right before taking exams.

Trying to do my work, how the teachers wanted me to do them.

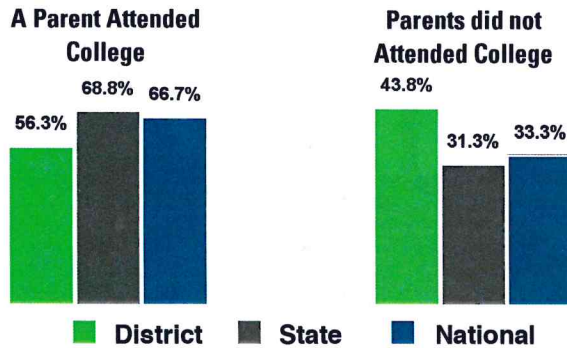
Can we add you to the Alumni List?

YES 12 75% NO 0 0%

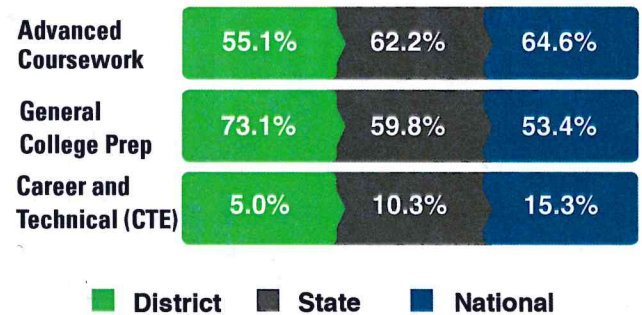
Bermudian Springs School District

PARENT EDUCATION LEVEL AND CLASSES TAKEN

First Generation College-Bound Status

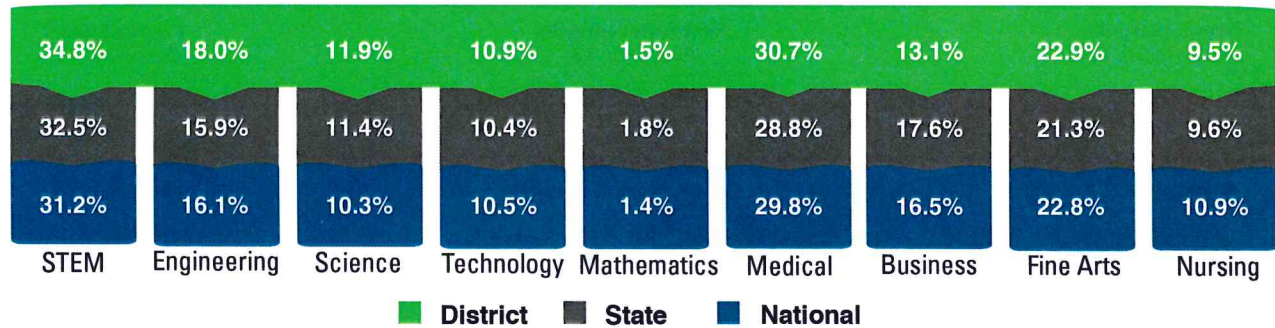


High School Courses Taken



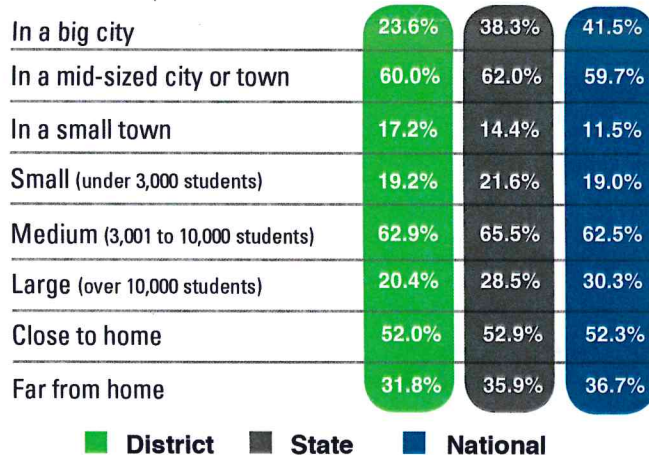
POST-SECONDARY MAJOR

Career Clusters

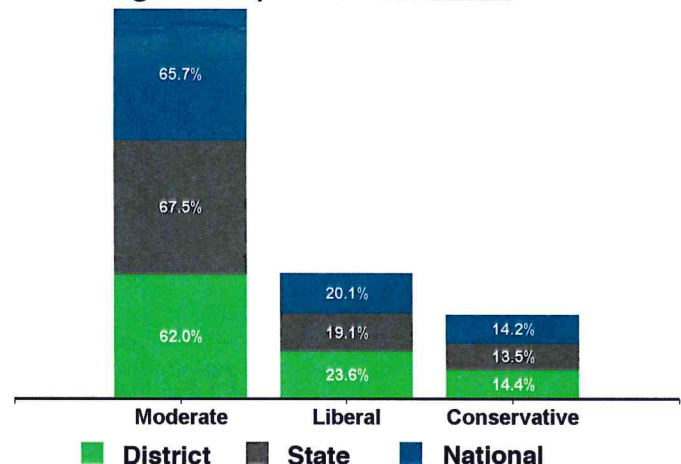


IDEAL COLLEGE CHARACTERISTICS

College Demographic Preferences

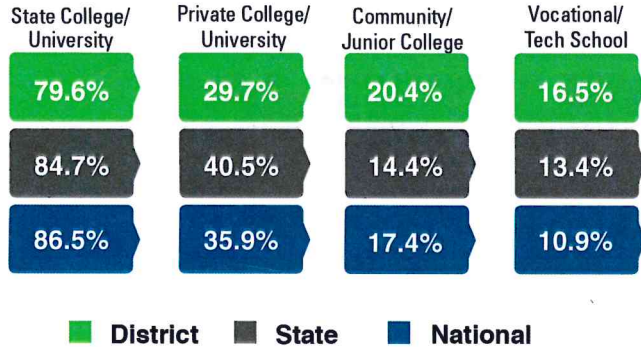


College Campus Preferences

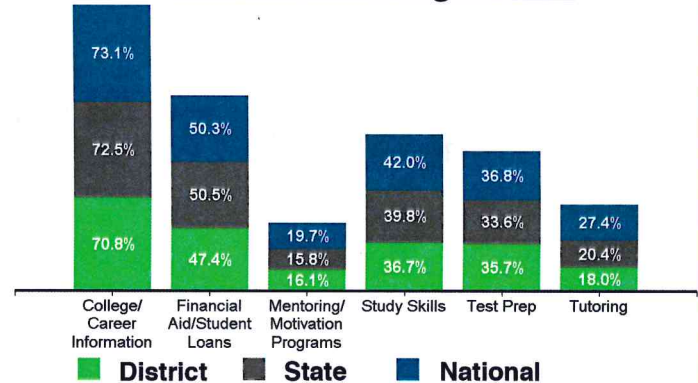


FUTURE PLANS AND NEEDS

College Type Preferences

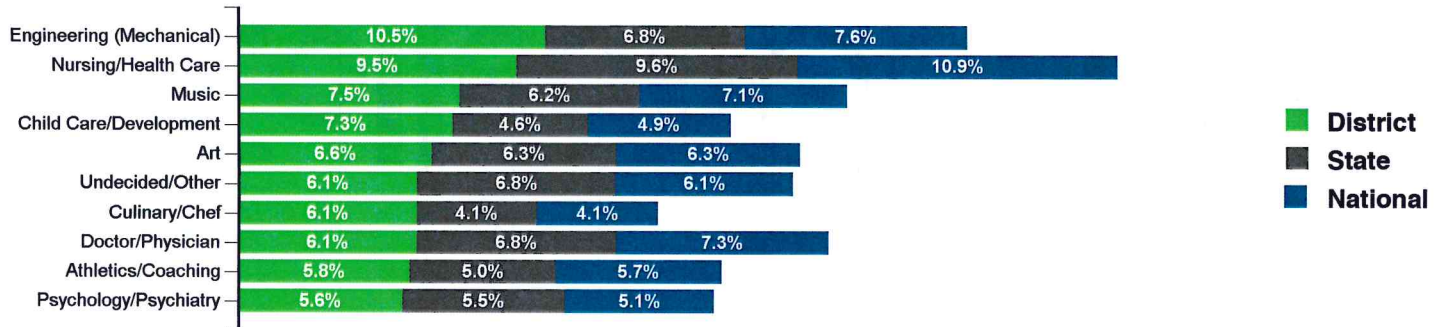


Future Planning Needs



POST-SECONDARY CAREER INTERESTS

Top Ten Career/Major Interests



BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

POST-GRADUATE PLANS CLASS OF 2015

**FOUR YEAR
COMMONWEALTH &
IN-STATE COLLEGES/UNIVERSITIES**

Penn State University
(9) STUDENTS

University of Pittsburgh
(2) STUDENTS

Clarion University
(1) STUDENT

East Stroudsburg University
(1) STUDENT

Indiana University of PA
(3) STUDENTS

Kutztown University
(1) STUDENT

Lock Haven University
(3) STUDENTS

Millersville University
(12) STUDENTS

Shippensburg University
(6) STUDENTS

West Chester University
(1) STUDENT

**PRIVATE IN-STATE FOUR YEAR
COLLEGES & UNIVERSITIES**

Bucknell University
(1) STUDENT

DeSales University
(1) STUDENT

Franklin and Marshall
College
(1) STUDENT

George Mason University
(1) STUDENT

Gwynedd Mercy University
(1) STUDENT

Juniata College
(1) STUDENT

Lancaster Bible College
(1) STUDENT

Lycoming College
(1) STUDENT

Messiah College
(1) STUDENT

Mount Aloysius College
(1) STUDENT

Pennsylvania College of
Health Sciences
(1) STUDENT

York College of Pennsylvania
(6) STUDENTS

**OUT-OF-STATE PRIVATE
FOUR YEAR COLLEGES &
UNIVERSITIES**

Auburn University
(1) STUDENT

Brigham Young University
(1) STUDENT

Culinary Institute of America
(1) STUDENT

McDaniel College
(1) STUDENT

Medaille College
(1) STUDENT

Notre Dame College of
Cleveland Ohio
(1) STUDENT

Shenandoah University
(1) STUDENT

Shephard University
(1) STUDENT

**TRADE/TECHNICAL &
BUSINESS SCHOOLS**

Central Penn College
(1) STUDENT

Pennsylvania College of
Technology
(1) STUDENT

Pittsburgh Technical Institute
(1) STUDENT

Thaddeus Stevens
(1) STUDENT

Universal Technical Institute
(6) STUDENTS

**OUT OF STATE TWO YEAR
DEGREE**

New York Institute of
Photography
(1) STUDENT

Harford Community College
(1) STUDENT

Delaware Technical Community
College
(1) STUDENT

**OUT OF STATE POST-
SECONDARY SCHOOL (OTHER)**

Carolina School of Broadcasting
(1) STUDENT

**OTHER POST-SECONDARY
SCHOOL (NON-DEGREE)**

Empire Beauty School
(1) STUDENT

Academy for Media for Production
(1) STUDENT

Baltimore School of Massage
(1) STUDENT

MILITARY

(12) STUDENTS

COMMUNITY COLLEGE

Harrisburg Area Community College
(23) STUDENTS

EMPLOYMENT

Social Service/ Food Service/
Personal Care
(9) STUDENTS

Clerical/Office Work
(1) STUDENT

Construction
(9) STUDENTS

Farm Work
(3) STUDENTS

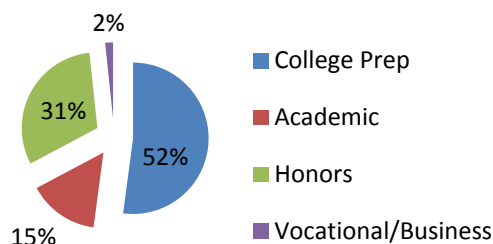
No Plans Established
(4) STUDENTS

Class of 2014 Senior Exit Interview-Summary of Responses

119 responses

WHICH CURRICULUM DID YOU FOLLOW?

College Prep	62	52.1%
Academic	18	15.1%
Honors	37	31.1%
Vocational/Business	2	1.7%



HOW MANY YEARS HAVE YOU ATTENDED SCHOOL @ BSSD?

# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs	# Yrs
13	70	58.8%	9	2	1.7%	6	4	3.4%	3	2	1.7%
12	15	12.6%	8	5	4.2%	5	5	4.2%	2	2	1.7%
11	2	1.7%	7	1	0.8%	4	4	3.4%	1	1	0.8%
10	6	5%									

WHY DID YOU SELECT THE COURSES YOU TOOK IN HIGH SCHOOL?

I selected the courses that I did because I wanted to be challenged and I feel that I was in some classes.

I selected the courses I took because they were what interested me most, and I enjoyed most of my classes.

They were average level classes but still had a little challenge to them which helped me to stay focused.

I felt it was a good fit.

I wanted the challenge of taking the honors classes, and I also took electives looking for classes that could help me in the future.

I took those courses because I thought they were gonna be fun and they were but I also took them to help me in choosing my career.

I like to be mentally challenged. I took two college prep classes my freshman year and they were not stimulating enough.

I thought I would like them.

They seemed interesting to try and learn about so I picked them.

To get on a better track to anything beyond high school.

I asked people how they were.

Challenge myself.

I selected the courses I did in High School because I was interested in them and to challenge myself to make myself better.

I took the courses I took in High School because I found them interesting and they were things that I wanted to learn in able to help me in the future.

I selected these courses because I had the capabilities to be in those classes. I wanted to be in a fast paced educational environment, and I wanted to learn as much as possible. I wanted to be challenged.

I wanted to challenge myself and get the courses needed for college.

I selected the courses that I thought would give me the most chance of success in the college admissions process. Also, I chose classes (mainly electives) that corresponded to the majors I was interested in.

I was told that the harder the course, the better the transcript which in turn would better my chances of getting into a good college. I wanted to challenge myself in every way possible which is why I took every honors course offered to me while I was a freshman and sophomore.

I selected them based on my interest for them, and also how they would help me in the future.

In High School, I chose the courses I did because I plan to have a well paying career and Honors courses are looked kindly upon by colleges.

I took college prep so I could get into a college.

Because I wanted a challenge and to work as hard as possible to get a good education

Because they were relatively easy to manage and reflected my career interests.

I wanted to push myself to do or be the best that I can be. I also wanted to provide myself with the opportunity to better my education.

I wanted courses that challenge me intellectually. I feel honors courses help prepare me for a high workload after high school. My electives correspond to my interests and help broaden my knowledge.

It was the classes I needed to prepare for college and challenge myself.

I took the course in high school because it is what I needed and enjoyed learning about

I took the courses that I did in high school because I wanted to challenge myself and prepare myself for college.

I wanted classes that would keep me busy and challenge me.

I wanted to have the ability to go to college.

I wanted to challenge myself.

they are interesting, had to take some of them

I wanted to challenge myself

I chose music and language electives because my interests lie in those fields. I took honors courses because I wanted classes whose difficulty levels fit my learning potential.

I took the courses that I took in high school so that I could prepare myself for college and my future career.

I wanted to take courses that would help me with my career in nursing.

The courses I chose reflected the level of ability I felt I had in the subject.

They seemed like a good fit for me.

I selected the courses I did based on what I wanted to major in, in college. I also selected them based on what my interests are.

I chose the courses I did because I wanted to succeed and I also wanted to be challenge. Also I was very curious with some of my choices and what the classes were, a lot of classes I really liked.

I wanted to be challenged, as well as become able to learn things at a faster rate.

Part of the reason why I selected the courses that I did was because I had an interest in or it related to what I want to do in college.

I wanted to take classes that would prepare me for future education.

Because they appealed to me and what I might take on as a career in the future

At first I planned on going to college so I took CP classes. Then, around early junior year I realized I wanted to join the military, so I just went the bare minimum and took ACAD classes.

I wanted to be average, in the majority

I took classes that I thought would benefit me in my future

I was willing and able to take the highest level courses.

They were easy

Because I didn't wanna completely challenge myself. But I wanted to do good.

I took the courses I did because I thought they would be interesting to learn about.

I wanted to challenge myself so I could somewhat understand what college is going to be like.

To give me the greatest opportunity to excel in life.

I wanted to be able to have an agriculture experience in school because of my family having a farm and because of me living in the country.

I wanted to prepare myself for college.

Because I liked the teachers that taught the subject

I selected the courses I took in High School because I felt that it would benefit me more if I went to college since the courses would be things that I liked to do.

I wanted to be highly educated and challenge myself.

Because I liked them and wanted to explore college

Because I needed certain classes for if, I decide to go to college for that certain subject.

I took these courses because I thought it was important to challenge myself to succeed.

I choose the courses I took in High School because I wanted to challenge myself in some of the courses and as well, I took some of them because I wanted to be part of and learn.

Because I needed classes that were slower pace and teachers that helped me more.

I selected the courses I did because I felt it would fit my skills that I have already achieved.

I found them interesting, and I felt comfortable taking them

I took Honors and C.H.S. courses to experience the highest level of education available to me.

I selected the courses I took in high school because I wanted to challenge myself and because I knew I would need these subjects in college. Also some of the courses I took, I was interested in so I took more of that subject if it was available.

They were subjects that I took an interest in.

I tried to take challenging courses without making my schedule overwhelming.

I selected the courses that I took in high school to challenge myself, and to put forth my best effort.

I decided to take college prep courses because I felt that I was not challenged enough if I would've taken academic, and I didn't feel that I could keep up with the work load of an honors course. College prep was a good level for me because I could get all my work done while still being challenged.

I took the classes I did because those are the classes that I felt I could do well at and succeed in. I took the electives I took because that's what I enjoyed and was interested in learning more in that subject.

Mostly picked the last to classes I needed to graduate and to get some college credits out of the way.

I was told to by people who had previously taken that course.

I felt like they would be classes that I would enjoy and have fun with the most.

I selected the courses I took in High School to challenge myself and help me follow my future career path.

I made my course selections in accordance of which subjects interested me and would benefit me in college. I chose the honors and college in the high school curriculum to provide myself with a challenging atmosphere and push me to better myself as a student.

I selected these courses because I was encouraged to take Honors level classes.

I wanted to challenge myself

I wanted to be better prepared for both College and the workforce after High School.

Just to pass easily and graduate

I choose some classes because they are mandatory and I took some because it was interesting to me or related to what I want to do in the future.

I selected mostly college prep classes up until my junior year. I was not prepared for the higher level classes. During my junior and senior year, I took multiple honors courses and was well prepared for them.

I thought they would prepare me well

Because they had a specific benefit to me.

I selected these courses because that is what my parents encouraged me to take.

I took college prep courses because I knew that academic would have been too easy and I didn't want to get below a C in the honor's classes because then I would not have good enough grades to play sports.

I selected the course I took in High School because I wanted a challenge and to be advanced in the curriculum.

Some of the courses interested me, others I was required to take

I chose what courses I wanted based on my interests.

I took the classes I thought I would like

College prep was just right for me.

It was to better prepare me for the future and my education in general

I liked them

To further my education after high school

For electives, the courses either interested me, were something I would like to a job based off in the future, or were needed by colleges. For regular courses, I just took the course I believe I could best handle or that challenged me.

It depended on the teacher who taught it and what I've heard about the class.

I selected the courses I took in high school because I wanted to challenge myself now while also preparing myself for the challenges of college. I wanted to make sure that I had a solid foundation for my future so that I would be ready to further my education.

I choose the course that I took in high school depending on how comfortable I was with my intelligence level compared to the course. I also choose my courses depending on what I thought would be interesting.

I could use the skills

To better prepare me for college.

They best suited my future goals.

Thought they would prepare me for college

To help me outside of school like at work and then to hopefully help in college

I felt I was capable of taking and succeeding in College Prep courses.

I didn't know that taking harder classes would be better for me when it gets to colleges.

I have the intellect and ability to take the harder courses so I did. I also knew that take the harder courses would boost my grades and that it would look better to take harder courses.

I took the courses I did to give me a challenge and to get me prepped for college

They were the only ones that were available to us.

I chose them to allow me to go to college and the ones that would give me a well rounded knowledge going into college

I felt that these courses would put me on a path to success and prepare me for the real world.

I like a challenge and like to follow a specific pace

I selected the classes that I did in order to challenge myself.

I chose the courses that I did in high school so that I could have an upper hand into the major that I wanted to do in college.

I selected the courses I took in high school because I wanted to challenge myself and to prepare myself for college.

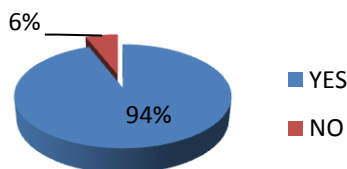
The courses that I selected have pushed me further toward my choice of career.

I selected the courses I took in high school because I wanted to further my education after high school.

Because I like working with my hands in the classes I took like greenhouse, construction tech I,II,III and mech tech

DO YOU FEEL YOU HAD A GOOD EDUCATIONAL EXPERIENCE IN HIGH SCHOOL?

YES	112	94.1%
NO	7	5.9%



Briefly comment on your educational experience

It was very good, and I feel that I have learned a lot.

My educational experience was a very interesting one. My freshman year I learned and adjusted to the new way of doing things, but I don't think I was fully prepared coming into it. My sophomore year had the easiest curriculum but was the hardest with testing (thank you keystones...not). My junior year was an even blend of difficult and easy, and my senior was not difficult, it just required work that I did not always have time for. Overall, I would say that my experience was pretty good, though I think I was not very accurately prepared for high school. That being said, I think there are some major concerns. My main concern is the school's ability to give student potential success. Most of the students do not go off to big name colleges like Yale or Harvard, and that's because our school does not offer the things the schools look for. These schools are looking for well-rounded students with incredibly high grades, who also have many life experiences. Also, is it not alarming that over 3/4 of the students who graduate here move back to this area after graduating from college? Even from a positive viewpoint, such as they come back to the area because it is a good area to live in, there are still too many students moving back to this area. Is it because they can't get into the colleges they applied to? Or perhaps with their education here they cannot get a job elsewhere. Also, our technology is **WORSE THAN TERRIBLE**. Most of the computers do not work, and those that do work have limited function-ability. In the writing center, which is supposed to be a computer lab, most computers don't work, and you cannot print from Google Chrome on those computers (don't even try using Explore, if for some reason your paper loads, it will crash or freeze). Another problem here is our library, or lack thereof. XXX and XXXX do a great job, but because we are too cheap to hire a full time librarian, students cannot hardly ever use the library during study hall. What is the point of having a library if students cannot use it in their free time to work on their homework and projects? Why have all these resources if students cannot use them?

All the teacher's here are always willing to help, if you put forth the effort to help yourself.

My overall educational experience was beneficial, but I feel that I could have learned more necessary lessons of life.

It was fun

Why couldn't XXX have been here all 4 years of high school?

Pretty easy most of the time. Went through school challengeless.

Mostly okay but I wished some teachers for specific subjects were easier to approach with questions, because in some situations I was afraid to ask if I needed help because of the fact I have trouble approaching people at times. Sometimes I wish every teacher taught in a similar style to one that helped me the most, because some methods would not stick in my head

Wasn't too bad, needs improvement

I feel as though my education was pretty beneficial; however I feel as though I could have been pushed more by my teachers to strive to do better.

It was good.

I feel that many of the teachers here at Bermudian Springs are here because they care about the students and want them to succeed. I felt very encouraged to do my work on time and I feel that most of what I learned here I can take with me when I'm graduated.

At least one poor teacher every year. With a poor teacher in a earlier year, it got harder to keep up with the classes down the road.

I mean overall I think I had a good experience. There is always one or two classes that are somewhat tricky, but with good peers who are willing to help and some teachers who are willing to help it ended up being, not so bad.

My education experience here was over all pretty good, I definitely learned a lot

Knowledge was very good

All the teachers really help and I felt like they wanted me to succeed so my experience was great

It was fun but hard.

I felt like teachers really did try to do their best with explaining and teaching us.

My educational experience was well-rounded and incorporated many real-life situations to help guide some of my life choices that I have had to make while still in High School.

The teachers were very helpful when I needed help or was struggling.

It had its ups and downs, but I still pulled through

It was challenging yet beneficial.

Teachers were very supported throughout my time here. They went above and beyond to make sure my needs were met sometimes doing things they didn't have to do that they did out the kindness of their hearts.

I feel that I learned to my full potentation at Bermudian and I think I have received a very good education.

I believe there are a lot of good courses to take, especially electives that can prepare people for the future. I am pleased to see more courses be available here in the high school.

The teachers appear very interested in their students and seem to genuinely care.

It was very good, the teacher were very helpful and understanding.

I found that generally speaking, teachers were very willing to go out of their way and ensure that every student fully understood the material and made adequate attempts to keep instruction interesting and innovative.

I feel that I had a good educational experience because the teachers are passionate about what they do and they truly want to make a difference in the students' lives. I feel prepare to start my life in the real world as a productive member of society.

I took the honors classes mainly so I know they have given me a great experience. The few college prep classes gave me a good experience as well. I am not sure about academic.

Teachers were helpful and understanding.

The teachers I had inspired me to do my best, and I was always impressed with how knowledgeable they were in their subjects. You know you are in good hands when you are able to ask a question similar but not directly related to the lesson that day and your teacher knows the answer without looking it up.

My educational experience was very positive. I feel that upon graduation I am ready to move onto college and further my education.

Most of the teachers helped you out when you were struggling and tried to make you feel comfortable about your grades. They wanted you to succeed.

It was okay, some of the teachers though need to stop throwing kids packets and expecting them to do it with only 5 min of practice or explaining. Not only that, it always seems like teachers are rushing at the end of every to get things done and start cramming work at the students. Not just for one class but all the classes and it gets a little overwhelming sometimes.

My educational experience here has been overall good.

My educational experience has taught me a lot of new things and helped me find out what I liked more.

I have personally never had a true problem with a teacher, other than XXXX, and feel as though each is entitled to their own view on grading and point systems. Going along with this, I believe this teacher is unorganized a majority of the time and will not adhere to the

difference in student's learning abilities. She often goes over the same material multiple times, just attempting to go about it in a different manner. I also know for a fact that a wide array of teaching tools that are ordered on her behalf from the budget never get used. She is fine as a person but something needs to be done. the XX Program is a great program, however XXX sees it fit to try to run the whole shows and turns kids away from opportunities rather than include them. She is very discouraging and those who do not stand up for themselves get eaten alive. The only single complaint I have as that of our technology. Often times, a wide variety of things occurred, such as my student account being non-existent, the internet/wifi not working, and pages needed for research being blocked...

I learned a lot of information I can take with me in life.

I will admit I do not fully remember every little thing I was taught, but I remember the information that I feel will benefit me in the future.

I feel like the teachers did their best in order to the help students who needed it.

I have learned a lot from different teachers I felt I learned best when it was one on one but was able to manage through it all.

Coming from New Oxford where I had block scheduling to Bermudian where I did not it was harder to handle the work load but in the end it was all worth it. I was able to learn better time management skills while at the same time get a good education. Also all the teachers were nice and helped me when I was in times of struggle.

I feel I learned a couple thing. It would of have been better if we wouldn't just study for test.

I was provided with many good opportunities and great teachers.

Taught me nothing about the real world

The standard classes that I took were engaging but not difficult. The Gifted program felt less engaging in Middle school, and provided almost no academic acceleration or challenge in the High school. The focus on individuals with academic problems is severely larger than the focus on individuals with academic gifts.

I have had a great educational experience here at Bermudian and I believe that our teachers all did their best to aid us in succeeding.

I was able to earn a wealth of knowledge, but I was sometimes very distracted by bullies and high school drama

I feel like I had a chance to have an intimate education and that I really got to know my teachers and learned a lot from them.

The teachers help you when you don't understand something

I feel as though the faculty, administration, courses, and many other components could be improved. Many teachers are rude and do not handle students with care and kindness. Personally, I have been affected by this. Some classes trick you. This makes you extremely stressed and makes the educational experience miserable. Teachers should be reevaluated because some of them are NOT suitable for the profession. I am NOT prepared in any way for a college education. Overall, if I could redo my school experience I would have attended Delone Catholic High School.

I had a lot of classes that I enjoyed and a lot of teachers I liked

It was good. There were ups and downs but that happens in every school and situation I've had teachers who will be my friend well beyond high school and I have had teachers that I don't particularly need to have again.

I feel a had a great educational experience in High School, all of the teachers are great and willing to help if needed.

I feel that I learned to my full potential. The teachers were great with their job teaching us

I went from hating school in elementary and some of middle to loving school when I started to get help for teachers.

There was a variety of classes that are available, and most of the teachers are very helpful and kind.

I believe I was taught well, I learned a lot educationally and I learned about life lessons.

I felt like I was receiving a quality education.

My educational experience was good because it had a variety of different subjects and teachers, which helped me to learn a lot of things and how others teach.

Bermudian has a lot of good teachers that know what they are talking about and have fun while teaching it. A teacher who knows how to have fun while teaching the classes will be very successful.

I guess I did have a good education experience. I know that Bermudian tries to push a person to his or her full capacity.

I feel my education here at Bermudian was very useful. it has helped me a lot over the years.

Some teachers do not make tests fair and do not stick to the topics.

LIST YOUR FAVORITE SUBJECT IN HIGH SCHOOL

woodshop	physics	Anatomy/Physiology
Psychology	Graphic Design	History
French	Science	graphic art and art
Earth and Space Science	Music (Chorus)	Math
Math	sci/tech	Graphic Arts
Child Care	woodworking	Health
Anatomy	Adams county tech prep	Sociology
anatomy	Science	Mathematics
psychology	history	math (Geometry)
design and development classes	Algebra	History
Graphic arts, History	Art	Science/Agriculture
Geometry	wood shop	Earth/Space Science
Pre-Calc	wood working	music
Psychology	Band, CHS History, and CHS English	Social Studies
construction tech classes.	Biology	Mech and tech
Gym	U.S. History	Sound Engineering
Sociology	shop	Band
health	science	English
Art	diesel mechanics	Child Care Nursery School (CCNS)
Sound engineering.	Music	Sciences
Agriculture	Physics	Government
Chemistry	Band/ Steel Band/ Jazz Band	Advanced chemistry
Science	Algebra	

WHY WAS THE SUBJECT YOU LISTED YOUR FAVORITE?

I was able to comprehend the class and I am a math wiz, and I was ahead in the class.

There are many things about psychology that I enjoyed this year. I thought that XXXX taught the class with great enthusiasm and always used visuals and videos to help teach us. Everything that we learned in that class I can use outside of school. I also was always excited for that class because I knew we wouldn't just be reading in books and taking tests, but we always were doing new and exciting activities.

It was interesting, and not like some of the other regular subjects we are required to take.

hands on

He tries to explain things and he makes them fun so that we don't get bored. And he tries to relate things to real life examples.

I really liked Earth/Space Science because we talked about so many of my favorite things. We learned about dinosaurs, astronomy, geology, etc. and that's why it was my favorite class.

I know the most about history and I enjoy learning about the past and how the world came to be. I also enjoyed all my past history teachers, who made each lesson fun.

you got to use your creativity and not be judged

I really enjoyed English Class because I could really understand it. It was naturally easy for me. Plus I always liked all my English teachers through school.

Even though I went into the year petrified and not knowing a thing about the subject, I quickly found a love for the way my teacher taught the information. You had plenty of time to take notes without being rushed, she always gives time for you to ask questions, she makes sure that you are more than prepared for every test as long as you have been paying attention, and she finds ways to make the subject interesting. I loved the stock market game, and her knowledge of the subject in general is impeccable.

It was my favorite subject because I enjoyed the labs and learning about that subject, I also enjoy those subjects in general.

I have a lot of interest in our history as a country.

In Earth and Space class, I did several fun projects not to mention the Baltimore Aquarium field trip!

Easy to me, greatly taught

I was good at history and I found it interesting

Teacher is great. She is very organized and well prepared. Class was easy.

because it allows artistic freedom and allows you a break from the average pen and paper affair

It was fun and I learned a lot

I have always had a weird interest in the field of psychology. I find the science of understanding people biologically, psychologically, and socially very fascinating.

Art was my favorite course in high school because it is the class that I felt I could express myself the most in.

Even though I started playing little over a year, I enjoyed learning about music and playing music with my hands.

I liked the Science courses because I am good at Science, I enjoy it, and I enjoyed the teachers, they taught well and were always there to help.

It was the most interesting subject I took throughout my years in school. It was also one of the most hands on, and it definitely prepared me well if I wanted to a job dealing with health in the future. XXXX is also the best teacher I've ever had here at Bermudian.

It was interesting learning about my career choice

It helped me express myself on paper.

Because I have always found an interest in the sciences and seeing how things work. And I have an interest in sciences because I'm going to college for nursing.

XXXX is a great teacher. I feel I have learned a lot in his class.

we did a lot of experiments

XXXX is the best teacher I have ever had. Also he teaches in the way that makes it fun everyday to learn.

I enjoy Shakespeare and literature and grammar.

I love every teacher I have had in the subject and I love the content material because it kept my interest the most and was the subject I most enjoyed.

Because I liked designing things, and I love learning about the history of our country

I liked the agriculture classes because they were hands on and I learned a lot of new things.

cause you're not sitting the hole period.

I enjoy learning about events that had shaped the world and culture we have today.

Learning new instruments is fascinating to me, and music is a fantastic way to deal with stress from other classes and things outside of school.

I believed that it is a fun class and I learned a good a lot. I was able to learn in class and also in labs as well. Chemistry is a science and a math which are my two favorite subjects and I was able to combine them in this class.

I got lots of enjoyment from those types of classes, I liked the people in them, I liked the teachers, and I did well at these types of classes.

I love how it is all information we know but we never think about. I liked learning the math behind everyday events like driving a car.

Math was my favorite subject because I understood it the most and excelled.

because I like working with my hands

I like all three of these classes because they were enjoyable. Concert band was a great way to learn and also enjoyable and helped start the day off right. I enjoyed CHS History because: A) we learned topics we NEVER learned before (such as the Vietnam War, and anything past World War II), and in XXXX's class we are allowed to have our own opinions and voice them. Also, if we disagree with one of his opinions, he allows us to respectfully question his opinion, and to as a group come up with our opinion based on the facts. I also enjoyed CHS English because it was the first class where I learned how to write a decent essay that is longer than a page. Also, we learned APA format, which is incredibly useful, and more widely used than MLA.

It was a fun class and it really helped me to decide on my future.

Because its more hands on work

Science in general is my favorite subject because it comes naturally to me and I find it very interesting.

I enjoyed learning about things in the science field because it is interesting and I get a lot out of it.

I really enjoy math and science classes.

Life lessons and values were taught in this class.

It is the most easiest for me to learn and comprehend.

Interesting subject, good teacher.

I love science and learning about life and how it evolves over time.

Art helped me to express myself in ways that I couldn't have before. It was also a great stress reliever.

It relates to what I want to do as a career, I am interested in learning about the human body, and there is a lot of fun experiments in that class.

I always liked math and the materials just clicked. I also liked the teachers enthusiasm and layout with the notes, it made it easy for me to follow along.

I like history and the teachers that teach it

I enjoy writing.

Most classes were hands on and the work was enjoyable. They gave you the ability to create something.

This subject that I listed was my favorite subject because I enjoy it. I enjoy being able to sing even if it's just in a choir.

I love how XXXX taught. He made the subject fun and interesting to learn about.

I like to know what people of the past did and had to get through to create the country we have today.

Doing the different experiments and learning bizarre things

It allowed for me to be creative in ways that no other class could. Art also provides an output for me to control my emotions.

Studies such as History, Psychology, and Government/Sociology are fascinating to me, because they reflect human development.

I selected algebra as my favorite subject because I always understood things, and was able to enjoy the class with minimum difficulties.

Art is my favorite subject because when I am in art I get to lose myself in my work. It also helps to keep me peaceful and gets me through the rest of my day. Overall I is my hobby and I just love it.

As an athlete, gym is life

The classroom portions of the classes, mixed with the hands-on portions created a fun, balanced learning atmosphere to help reinforce core values learned during the lessons.

Psychology is my favorite subject because I loved learning about it. XXXX made it very interesting and a lot of fun. Psych is also what I want to study in college.

because the teacher is really awesome and helps everyone the best to his ability and is really cool

I enjoyed this class because it was very challenging and interesting. The teacher, XXXX, was genuinely interested in the subject which made learning about the material much more enjoyable and fascinating. I am going to college for business, so government and economics were already interesting subjects to me, but the environment in the classroom made me look forward to the class everyday.

because it is my favorite

It helped me to get into the career I wanted

I love history, I always have, I find it interesting and I love learning more about it.

The subject fascinates me. Furthermore, XXXX is an extremely good teacher. His methods make even the challenging material easy to handle. His class makes me feel really good.

you get be creative

It was the most challenging of the math courses and I enjoyed doing the work in the class.

I am very interested in Biology because I just like studying it and it relates to my career I want to do.

This class was extremely fun. We played a lot of games that went with the topics and helped me learn more. The teacher did a great job and I learned a lot.

I really liked all my history teachers and it is interesting to learn about

We learned a lot about things like the World Wars and the famous criminals

I loved learning about the human mind and body and why we function the way that we do. I found XXXXX's lectures to be very interesting.

Biology and life sciences have always been my favorite topic of discussion and class. However, I believe students need to take XXXX and XXXX more seriously. I must say though, throughout my years I have had many great teachers and subjects I may not have enjoyed before, Government and English, were made enjoyable for me. XXXX, and XXXX for putting up with my questions and concerns in the Guidance Office!

This subject was my favorite because it taught me that I enjoy working with preschoolers and I was able to prepare them for their future.

learned a lot and liked it

this subject was my favorite because it was hands on and not reading out of a book.

I love writing. Also, the English classes I took found fun ways to teach the material.

I gained a lot of hands on experience through many lab experiments and it is a subject that I am interested in and will need in the future.

I enjoy history

Psychology was one of my favorite classes because it helped me to learn a lot about my peers and other life lessons which was very interesting.

History is my favorite subject because I love learning about what happened in the past.

There was a lot of hands on projects in science classes

I like learning about the history of our country

Mathematics is the subject I feel that I have the most potential in, and it is also the subject that I most attempt to learn ahead, whether through the book or internet sources.

I have always been interested in science so learning about the elements, certain reactions, and matter really interested me.

It was really interesting and I enjoyed having XXXX as a teacher. She not only taught me about Art but helped me with planning my future as in college.

I liked math the most because it was easy for me and I enjoyed it.

I enjoyed designing and building my projects.

I found that the art courses which I participated in throughout high school challenged me in a way that no academic course was able to. Art pushed me to think abstractly, communicate my ideas through unconventional means, and understand the ideas and motives of others. XXXX was by far the most amicable, motivational, and capable teacher that I interacted with. Her passion for the subject and genuine interest in each student is clearly evident.

Because I have always been a fan of art, and enjoy drawing and creating. It is my strength and talent so I enjoy the class

Awesome math department!

It was a great class because I learned a lot and had a great teacher that helped me understand the concepts better.

Enjoyed the class and XXXX.

Health was my favorite subject because it is an area I want to pursue in the future and I have always done pretty well in it. My other core classes I did well in, but health was always my strongest.

I am interested in learning about the body.

Always hands on teaching.

I am entering the health field.

Psychology was my favorite subject because the teacher really applied it to our actual life, also I liked that we had print out notes that we could use on the test.

Graphic design was my favorite since it combined art and computer, my two favorite things.

Music challenges every aspect of someone's character and it is a good way to relieve stress.

hands on, got to move around talk to people

Child Care was my favorite because I was able to experience working with children and plan lesson plans which was always fun and exciting.

I liked learning about our nations past and learning what our country was like.

I believe history is more than a timeline of key events. I believe that history is supposed to teach us to learn from our past mistakes in order to progress better then the last generation and to teach the next generation to do better than our generation.

I enjoy reading and discussing books. I want to go on to write after college.

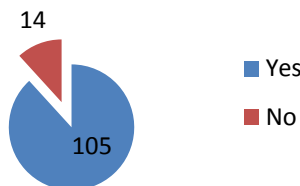
I learned to love the language and the instructor was always kinda and helpful in my pursuit of knowledge.

It was my favorite because I love working with children

I enjoyed learning about agriculture because the teacher made class fun and I feel like I took a lot from the class.

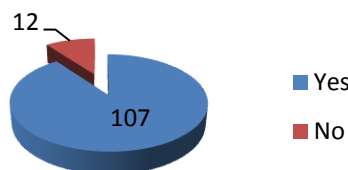
DID YOU PARTICIPATE IN EXTRACURRICULAR ACTIVITIES DURING HIGH SCHOOL?

Yes	105	88.2%
No	14	11.8%



DO YOU FEEL YOU HAVE HAD AN ADEQUATE OPPORTUNITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES SUCH AS ATHLETICS, CLUBS, AND MUSICALS?

Yes	107	89.9%
No	12	10.1%



Brief comment:

Wrestling and played baseball since first grade.

Some coaches were biased towards certain students.

Sports over Academics

we all had the same chances as everyone else

I played sports all four years in my high school career

There are plenty of opportunities to participate in extracurricular activities.

Good for socializing.

When I look back on my high school years, I feel that the best times were the ones I spent with my teammates.

I feel that I had an adequate opportunity to participate in extracurricular activities. I just chose not to participate in a lot of them.

I think there were a great deal of extra-curricular activities offered, but if students wanted to do extra-curricular activities, their grades were forced to suffer due to lack of time in 1 day. Whenever marching band season ends, my grades go up at least 5%, and marching band does not practice every school day like most sports do.

Everytime an extracurricular activity was given, the school did a very good job of advertising it and making sure everyone that wanted to join, joined.

Everything is available to everyone. While some coaches were not the best, most of them have been taken care of.

I believe the coaches sometimes didn't put the best players where they should be

I have been involved in many activities here and agree that I have been given full opportunity to participate in whatever I dreamed to do.

I love my extracurriculars because that's where I made all of my friends.

I was able to participate in volleyball, Student Council, Treasurer of my graduating class, Big Brother Big Sister program, Recycle club, Interact club, FCCLA, National Art Honor Society, and much more. I had the opportunity to participate in many things, and there were always multiple options given to me.

there a lot of chances to participate in extracurricular activities

I was able to participate in numerous sports, but still able to do school work and other extracurricular activities.

It was easy to become a part of something

I participated in Big Brothers, Big Sisters from freshman year through Junior year.

Every activity was available to me if I wanted to participate. The only thing I did not like was having to try out for certain activities like musical and cheerleading.

I was never turned away from any of my extracurricular activities even if I was horrible at them.

I played 4 years of soccer. It really helped me stay on top of things.

I feel the athletics of BSSD have made me become a better person and have shown me leadership.

All the Athletics and Clubs accepted you in if you met the requirements.

Soccer and Musicals, great combination.

I have had the opportunity to play soccer for the past four years.

Worked on the side

I was able to participate in what I wanted to

I did track for 3 yrs and went to alot of dances and homecoming week.

Extracurricular activities are an important part of high school, at least for me. It allowed me to meet new people and become active in our community.

I participated in Track, Football and Soccer

More opportunities should be provided for high achieving students.

could be more sports such as lacrosse

I enjoyed doing track for 7 years

Everyone has an adequate opportunity to participate in extracurricular activities but some people don't do it because of various reasons.

I was very capable of choosing different clubs and sports. Also had the opportunity to switch between clubs and sports. There could have been a few more provided, but there are always more extracurricular activities to add.

I felt as though there was always opportunities to be involved in clubs, sports, and programs even if I wasn't the best at any of them. they offer many opportunities to join a extracurricular activities

I feel the school places too much of an emphasis on sports and not on schooling.

tennis

I really enjoyed playing football and wrestling for Bermudian Springs these past 4 years. This school has excellent sports programs.

I had the opportunity to join the Tennis team, Recycling club, and be a part of two musicals during my high school experience.

I definitely believe that I had an adequate opportunity to participate in extracurricular activities mainly because we have a good amount of activities available, and we are not a huge school so the spots are not limited.

I felt like I would have been judged too much

I liked doing individual sports like bmx racing, snowboarding, and skateboarding more than team school sports.

Extracurricular activities requiring more advanced academic skills (Robotics, Science Olympiad, Quiz Bowl) only recently started. It would have been a more enjoyable experience had they been formed earlier.

There defiantly was an adequate opportunity to participate in extracurricular activities, with sports there was always an announcement and with clubs there was sign ups in homeroom with many choices and musical was open to anyone.

I felt that if I joined a sport I would be an outcast.

Many activities meant a lot of opportunities to be accepted into the club.

During the musical, it is very difficult to juggle it with sports and all of the homework given at the time. Every year of high school, the third marking period was my worst grade wise for this precise reason. Independent reading assignments, essays, and other longer assignments tended to be the most challenging.

Good selection of athletics with good coaches.

Yes, as there were many opportunities for students

My mom could luckily afford for me to be so heavily involved.

We always have the opportunity to join a club, athletics and musicals. The teachers/advisers make sure the students have that opportunity not just the students in a particular group or class.

sports were a lot of fun for me but I feel that I was very limited to the clubs I was allowed to participate in.

For a small school I feel that I still was provided with more than adequate opportunities

Musicals and other activities are where I made a lot of friends and personal connections as well as learning new skills to make myself a well-rounded person.

wrestling

It felt like the baseball coach wasn't fare and an idealist. He did not give players an adaptable chance to play.

I was in track in the middle school and I really enjoyed it. I was also in tennis 3 years out of my high school career and I loved it. I still play in my free time!

I feel that everyone here had an equal opportunity to participate in extracurricular activities. I only was involved in clubs here at Bermudian Springs.

They were offered

Baseball

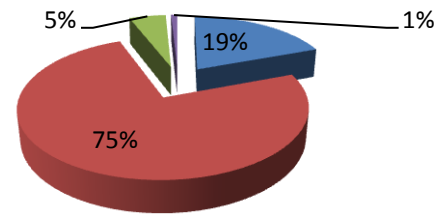
My involvement in many of the Extracurricular Activities in the High School allowed me to better connect with my peers and build up my intrapersonal interaction skills.

I think the school is very fair about making sure everyone has the same opportunities.

Everything that I participated in was a worth-while experience and allowed me to make many life long memories.

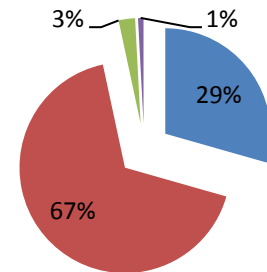
I LIKE MY SCHOOL.

Strongly Agree	23	19.3%
Agree	89	74.8%
Disagree	6	5%
Strongly Disagree	1	0.8%



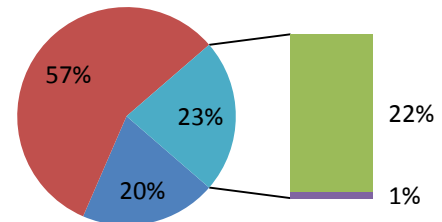
MY SCHOOL PLACES ENOUGH EMPHASIS ON SUCH TRADITIONAL ACADEMIC SUBJECTS AS ENGLISH, HISTORY, MATH, AND SCIENCE.

Strongly Agree	35	29.4%
Agree	80	67.2%
Disagree	3	2.5%
Strongly Disagree	1	0.8%



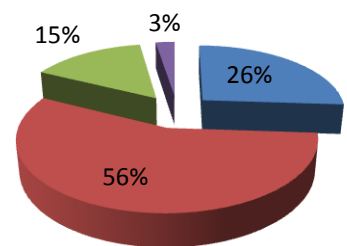
MY SCHOOL PLACES ENOUGH EMPHASIS ON TRAINING IN CHARACTER AND CITIZENSHIP.

Strongly Agree	24	20.2%
Agree	68	57.1%
Disagree	26	21.8%
Strongly Disagree	1	0.8%



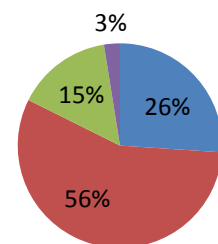
STUDENTS IN MY SCHOOL ARE REQUIRED TO WORK HARD IN THEIR CLASSES.

Strongly Agree	8	6.7%
Agree	62	52.1%
Disagree	44	37%
Strongly Disagree	5	4.2%



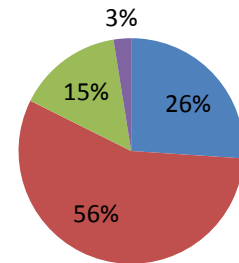
TEACHERS IN MY SCHOOL ASSIGN HOMEWORK AT AN APPROPRIATE LEVEL.

Strongly Agree	8	6.7%
Agree	82	68.9%
Disagree	24	20.2%
Strongly Disagree	5	4.2%



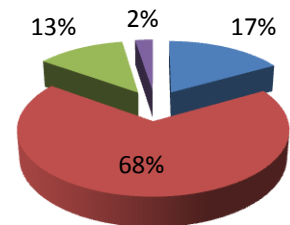
MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH PROBLEMS.

Strongly Agree	31	26.1%
Agree	67	56.3%
Disagree	18	15.1%
Strongly Disagree	3	2.5%



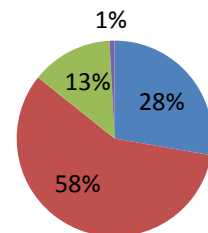
MY PARENTS BELIEVE MY SCHOOL IS DOING A GOOD JOB.

Strongly Agree	20	16.8%
Agree	81	68.1%
Disagree	15	12.6%
Strongly Disagree	3	2.5%



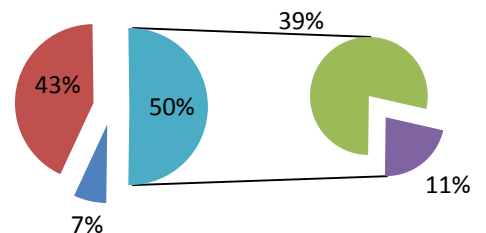
MY SCHOOL PROVIDES ENOUGH HELP TO STUDENTS WITH ACADEMIC PROBLEMS.

Strongly Agree	33	27.7%
Agree	69	58%
Disagree	16	13.4%
Strongly Disagree	1	0.8%



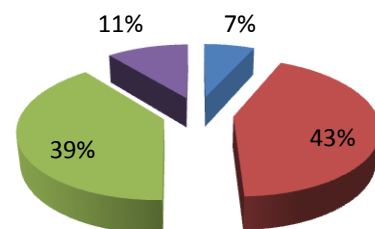
TEACHERS PROVIDE ADEQUATE MOTIVATION FOR ALL STUDENTS.

Strongly Agree	17	14.3%
Agree	69	58%
Disagree	31	26.1%
Strongly Disagree	2	1.7%



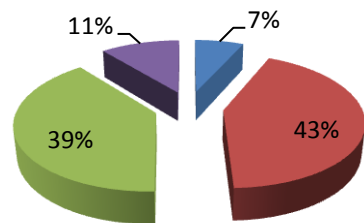
MY SCHOOL HAS GOOD SCHOOL SPIRIT.

Strongly Agree	35	29.4%
Agree	63	52.9%
Disagree	15	12.6%
Strongly Disagree	6	5%



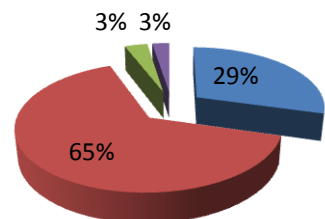
STUDENTS IN MY SCHOOL ARE WELL-BEHAVED AND RESPECTFUL OF TEACHERS AND ADMINISTRATORS.

Strongly Agree	8	6.7%
Agree	51	42.9%
Disagree	47	39.5%
Strongly Disagree	13	10.9%



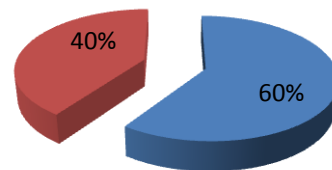
MY SCHOOL PROVIDES A WELL-ROUNDED PROGRAM OF EXTRACURRICULAR ACTIVITIES.

Strongly Agree	35	29.4%
Agree	77	64.7%
Disagree	4	3.4%
Strongly Disagree	3	2.5%



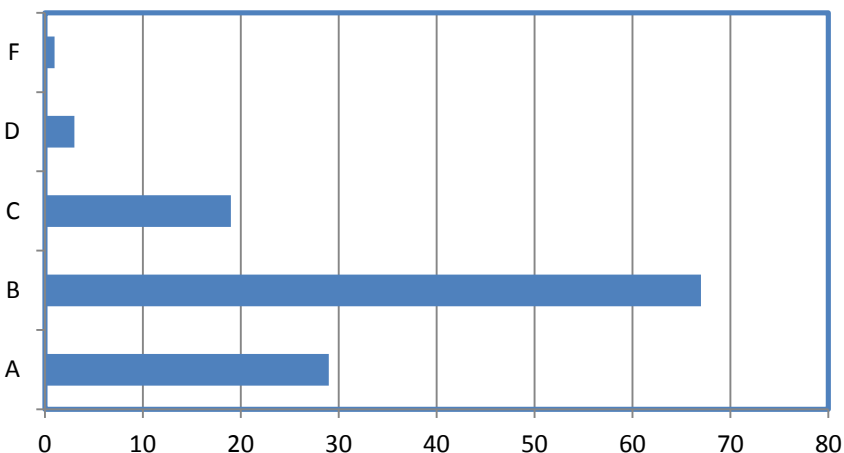
I LIKE HAVING THE CHOICES OF COURSE DIFFICULTY LEVEL

Strongly Agree	71	59.7%
Agree	48	40.3%
Disagree	0	0%
Strongly Disagree	0	0%



WHAT GRADE WOULD YOU ASSIGN TO YOUR SCHOOL.

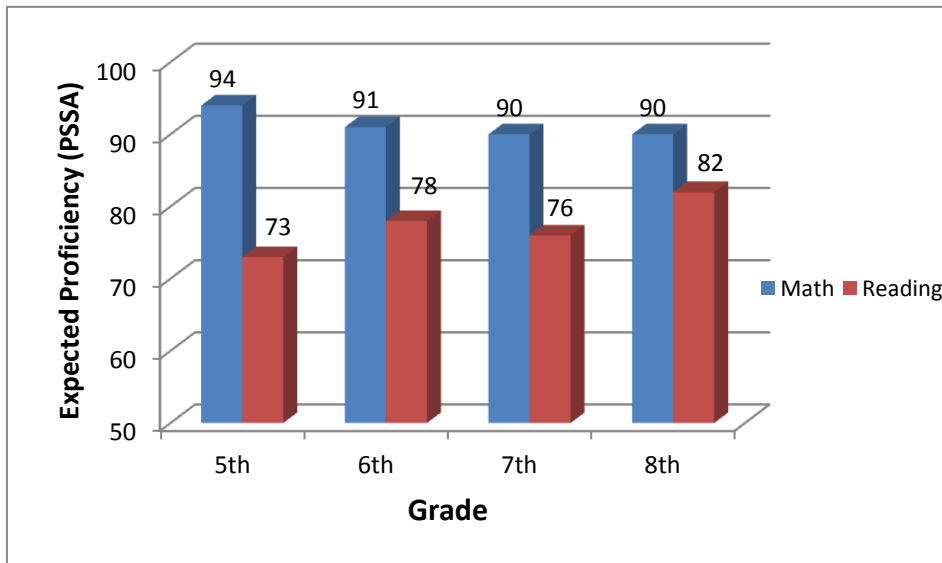
A	29	24.4%
B	67	56.3%
C	19	16%
D	3	2.5%
F	1	0.8%



Middle School Student Data Report

STAR - Diagnostic assessments as a prediction for this year's PSSA achievement

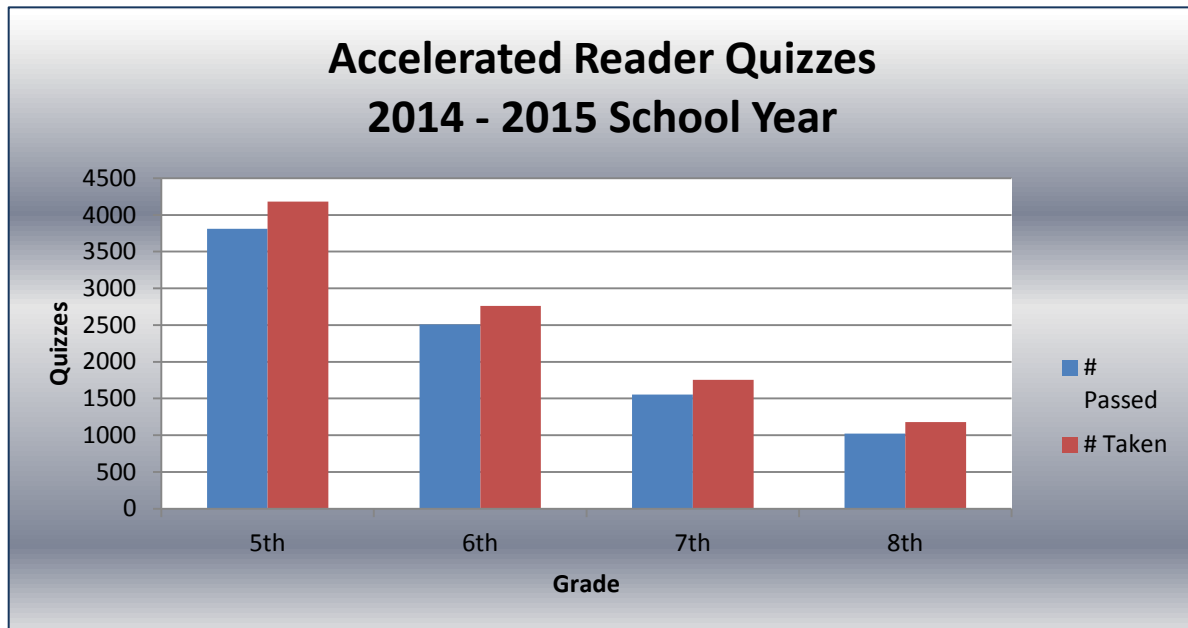
Grade	Math	Reading
5th	94%	73%
6th	91%	78%
7th	90%	76%
8th	90%	82%



Middle School Student Data Report

Accelerated Reader - Book reports taken and passed

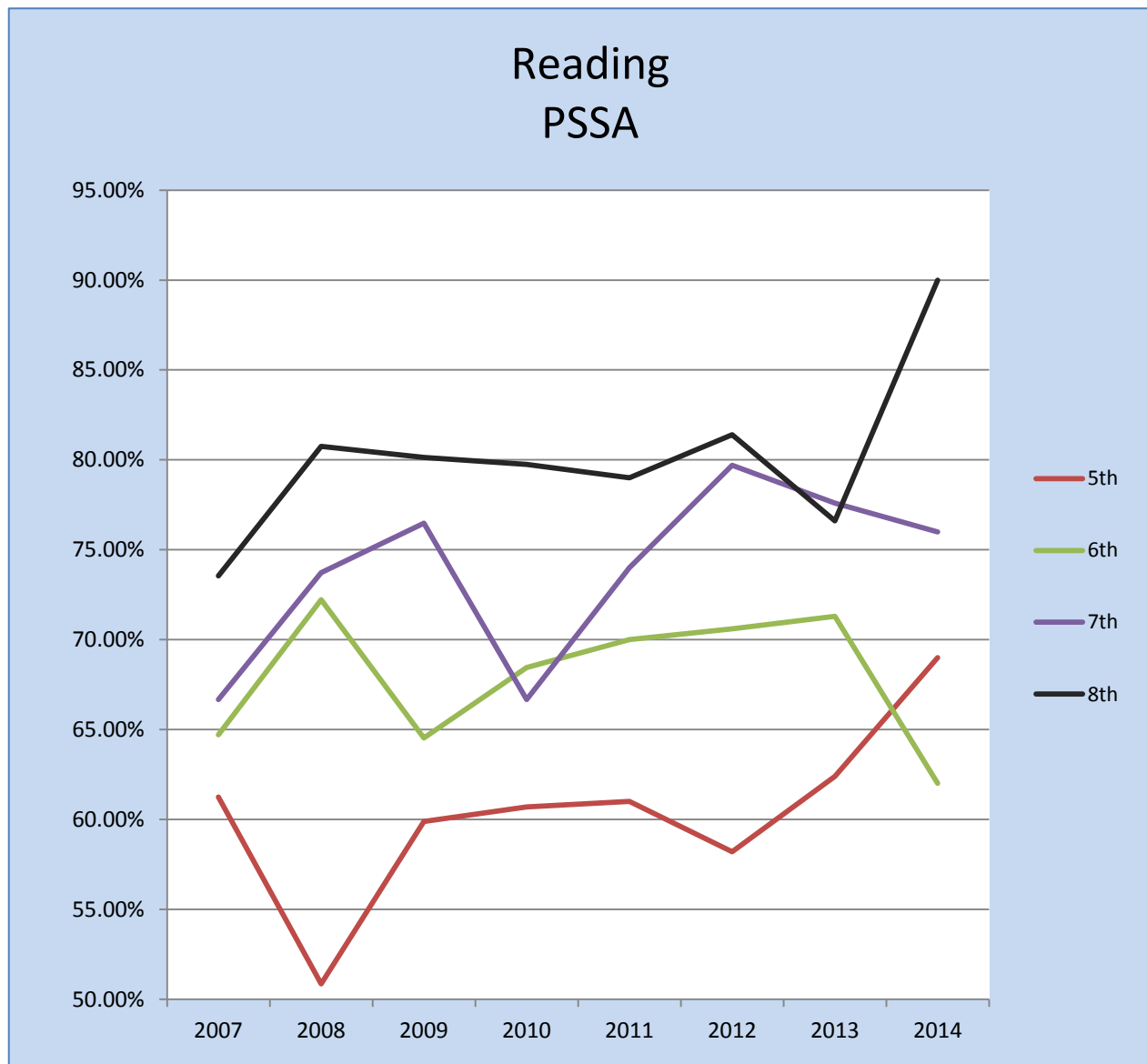
Grade	# Taken	# Passed
5th	4183	3809
6th	2760	2508
7th	1756	1555
8th	1177	1023
Totals	9876	8895



Middle School Student Data Report

Longitudinal Data - PSSA - Reading 2007 - 2014

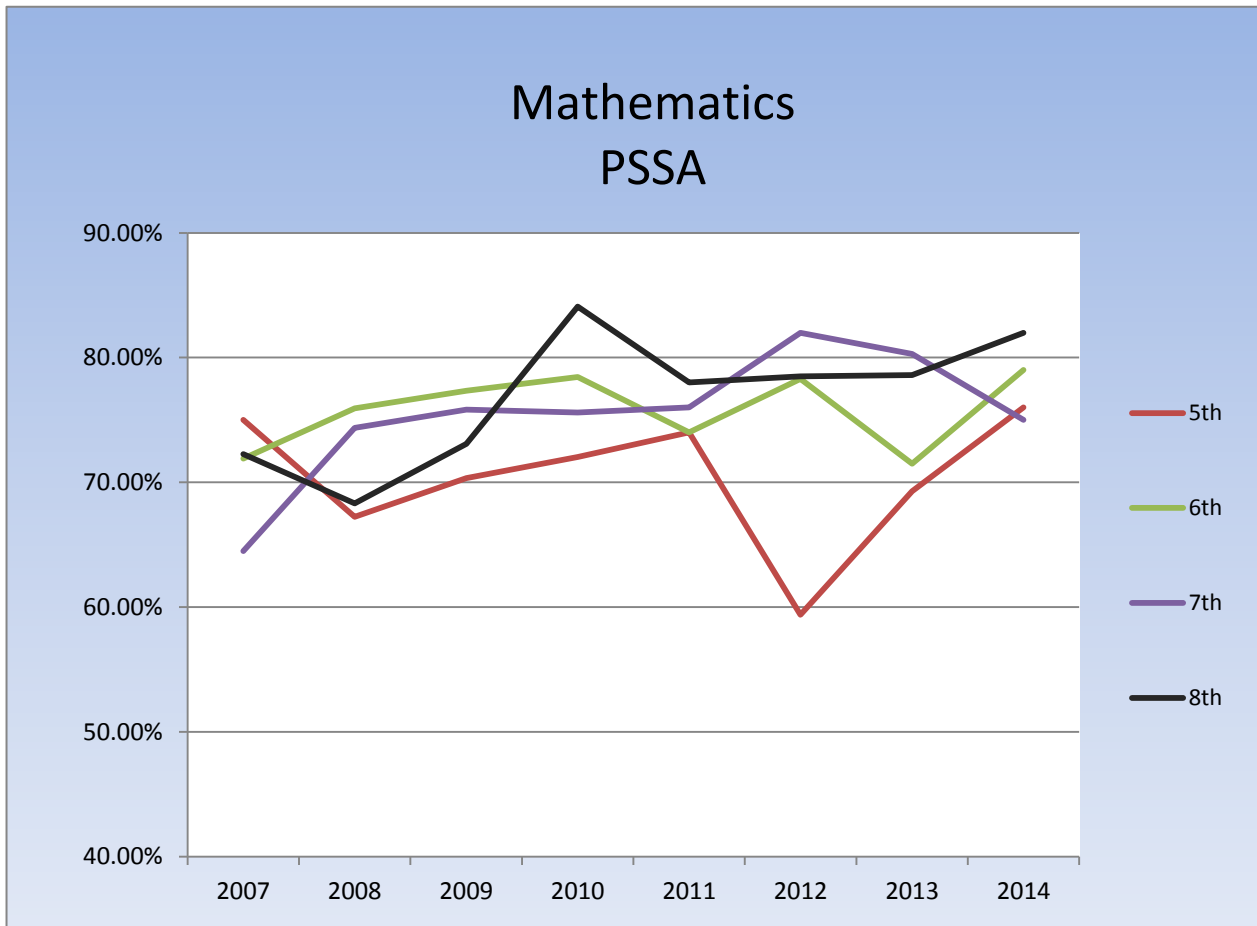
	2007	2008	2009	2010	2011	2012	2013	2014
5th	61.25%	50.85%	59.88%	60.69%	61.00%	58.20%	62.40%	69.00%
6th	64.71%	72.22%	64.53%	68.45%	70.00%	70.60%	71.30%	62.00%
7th	66.67%	73.72%	76.47%	66.67%	74.00%	79.70%	77.60%	76.00%
8th	73.55%	80.75%	80.13%	79.75%	79.00%	81.40%	76.60%	90.00%



Middle School Student Data Report

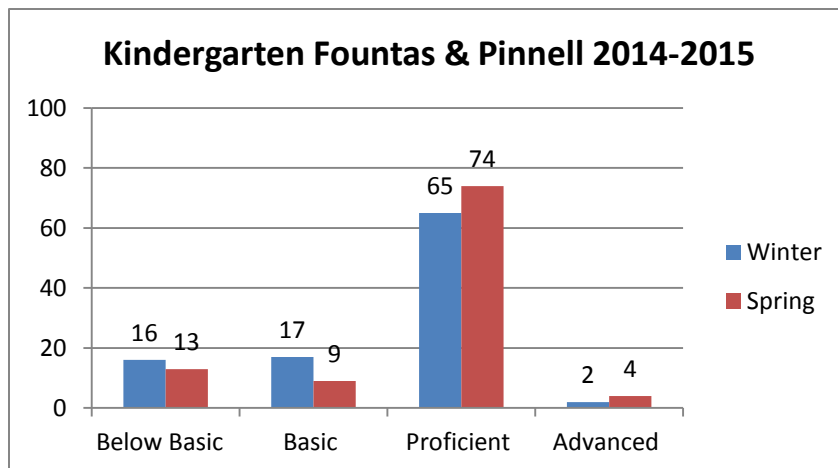
Longitudinal Data - PSSA - Mathematics 2007 - 2014

	2007	2008	2009	2010	2011	2012	2013	2014
5th	75.00%	67.23%	70.35%	72.03%	74.00%	59.40%	69.30%	76.00%
6th	71.90%	75.93%	77.35%	78.44%	74.00%	78.30%	71.50%	79.00%
7th	64.50%	74.36%	75.82%	75.60%	76.00%	82.00%	80.30%	75.00%
8th	72.26%	68.32%	73.08%	84.08%	78.00%	78.50%	78.60%	82.00%

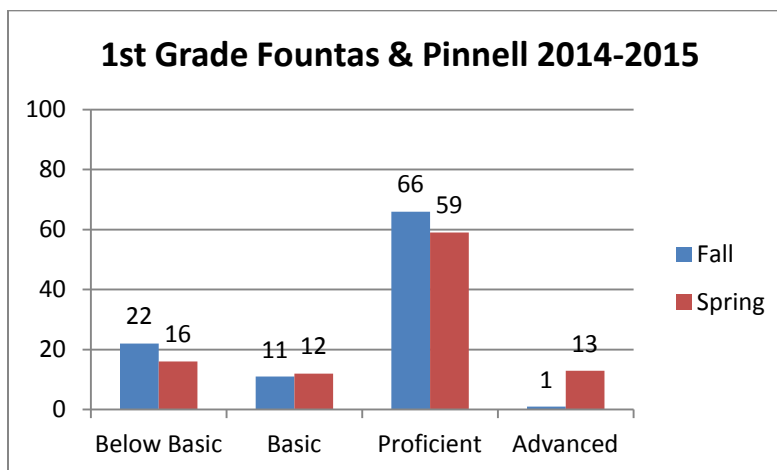


Bermudian Springs Elementary

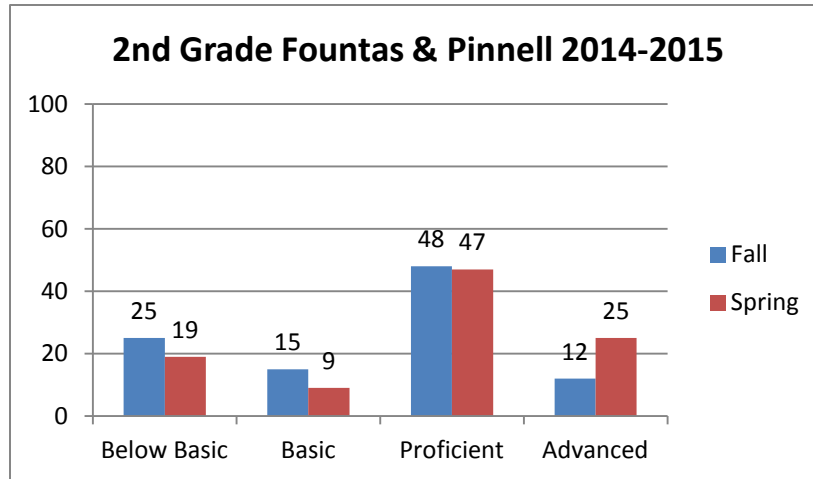
Board Reports 2014-2015



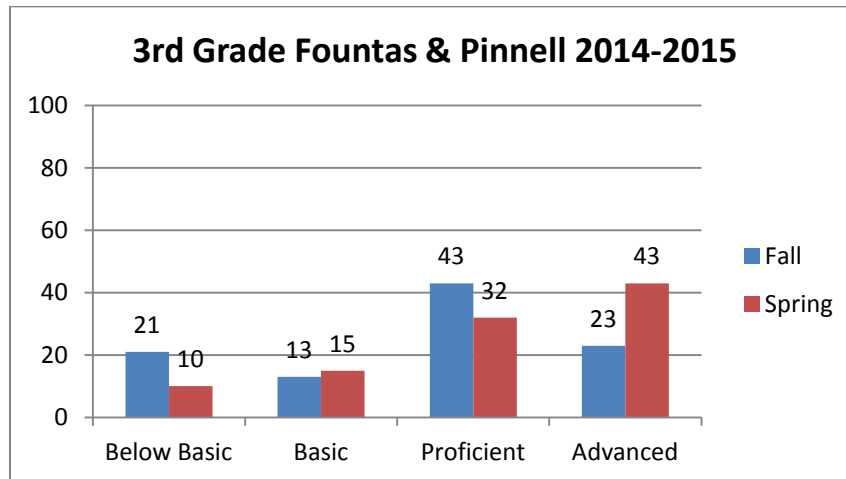
K	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Winter	16%	17%	32%	40	65%	2%	67%	82
Spring	13%	9%	21%	27	74%	4%	78%	98



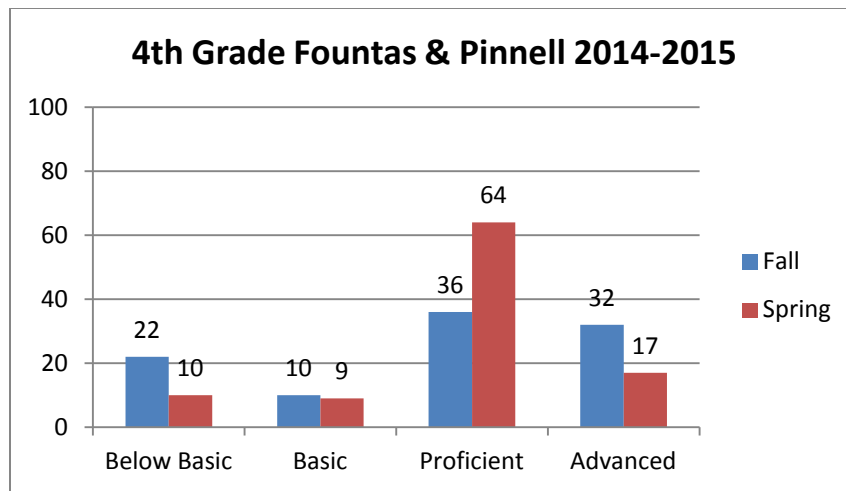
1st	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	22%	11%	33%	46	66%	1%	67%	95
Spring	16%	12%	28%	39	59%	13%	72%	101



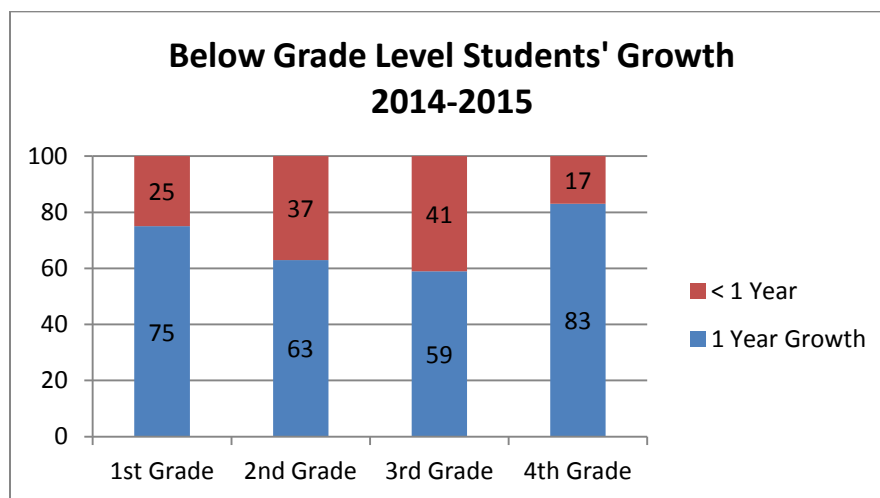
2nd	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	25%	15%	40%	57	48%	12%	60%	86
Spring	19%	9%	28%	34	47%	25%	72%	108



3rd	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	21%	13%	34%	53	43%	23%	66%	107
Spring	9%	15%	25%	39	33%	43%	75%	121

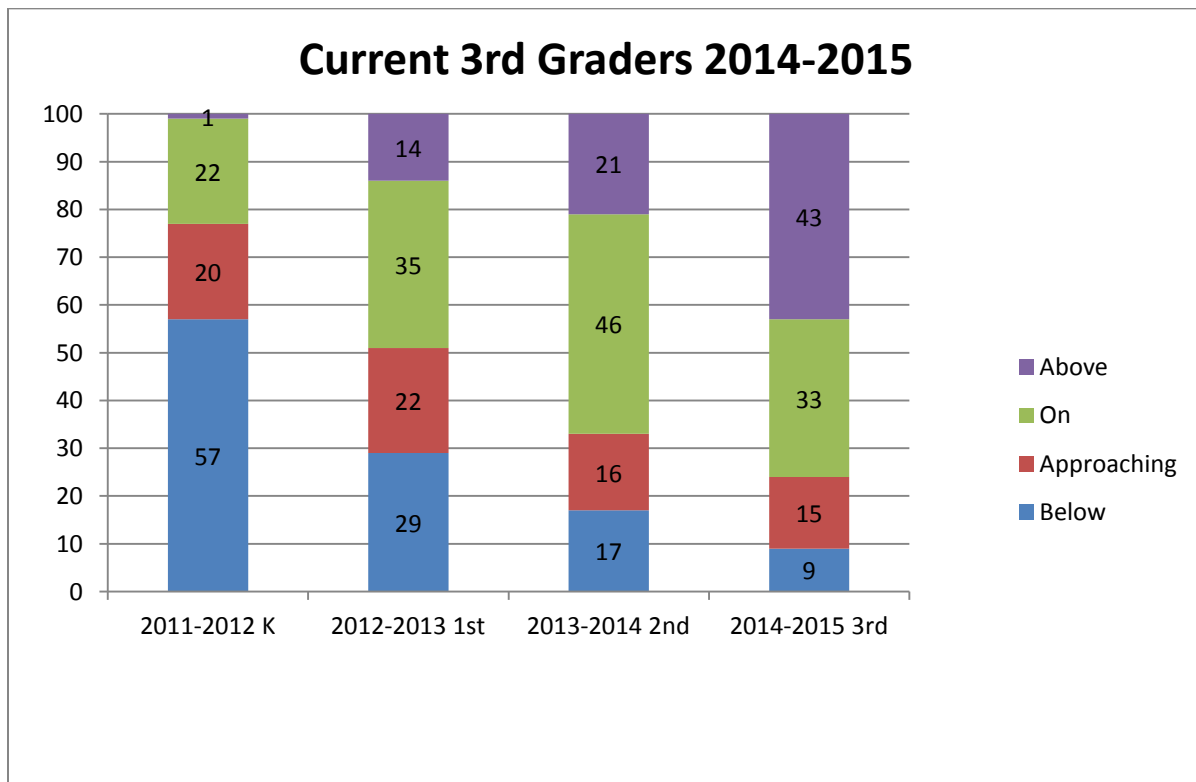
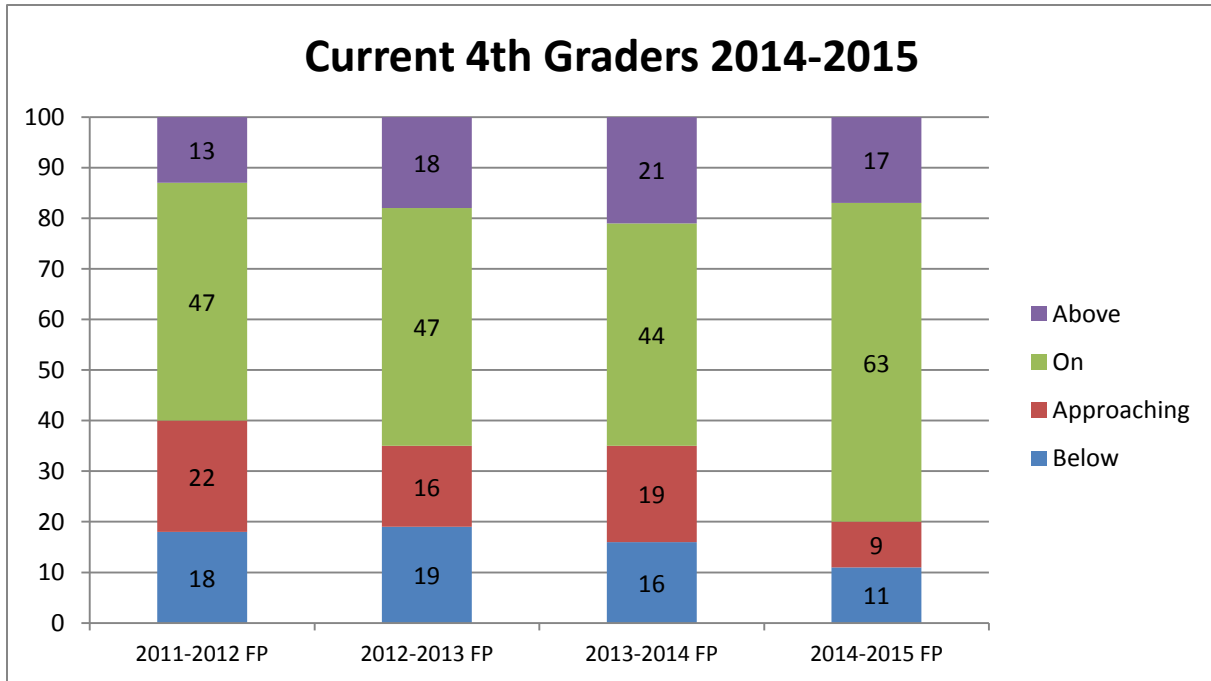


4th	BB	Basic	% Below	# of Students	Prof	Adv	% On or Above	# of Students
Fall	22%	10%	32%	30	36%	32%	68%	91
Spring	10%	9%	19%	26	64%	17%	81%	109

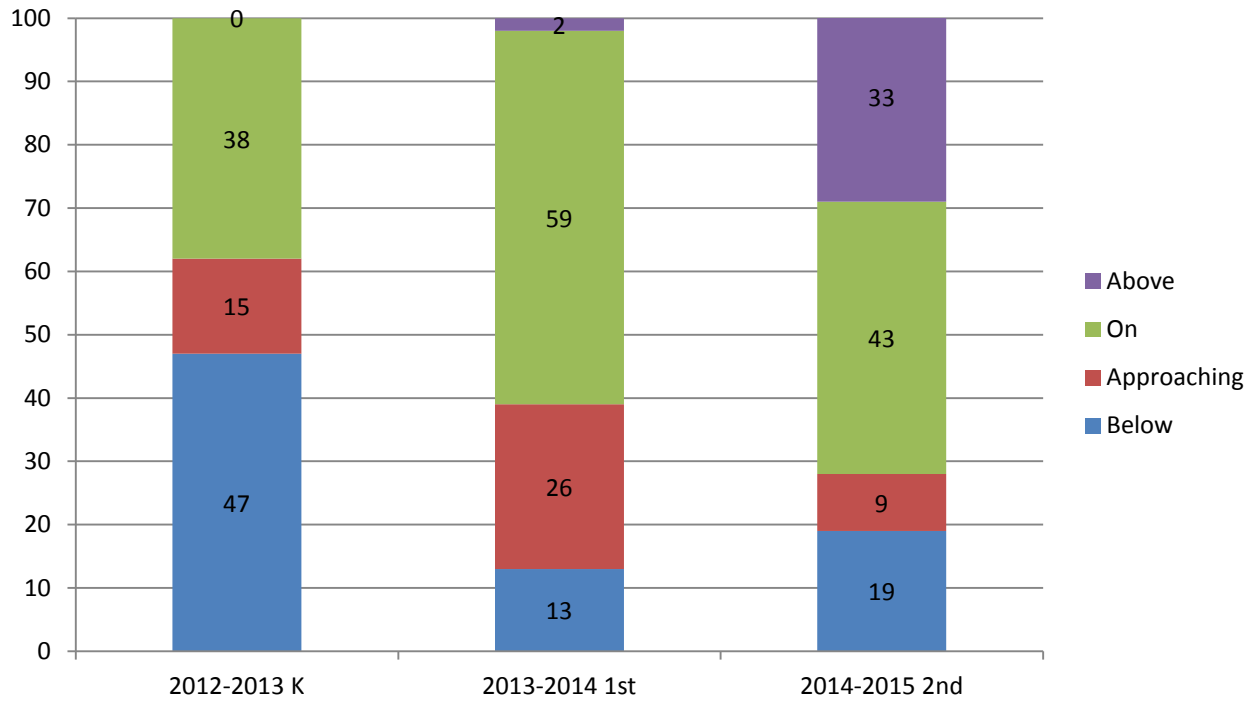


	1st Grade	2 nd Grade	3 rd Grade	4 th Grade
# of Students	39	32	39	23

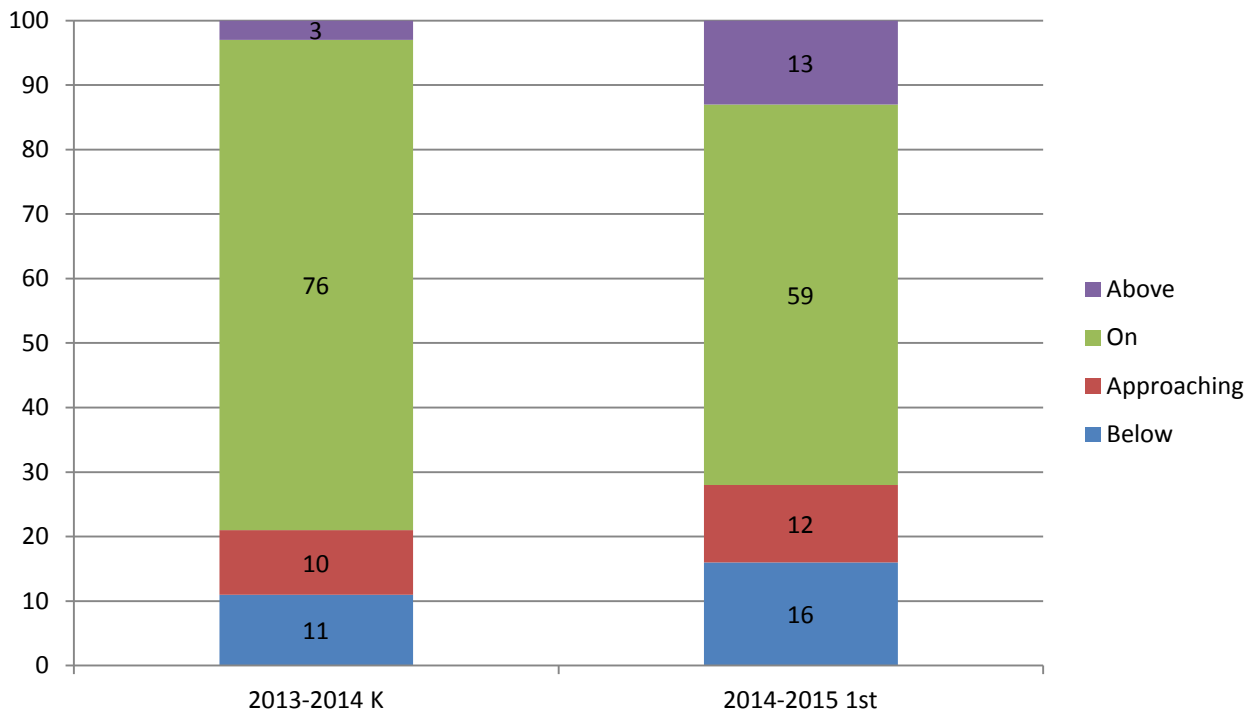
Student Groups Over Time



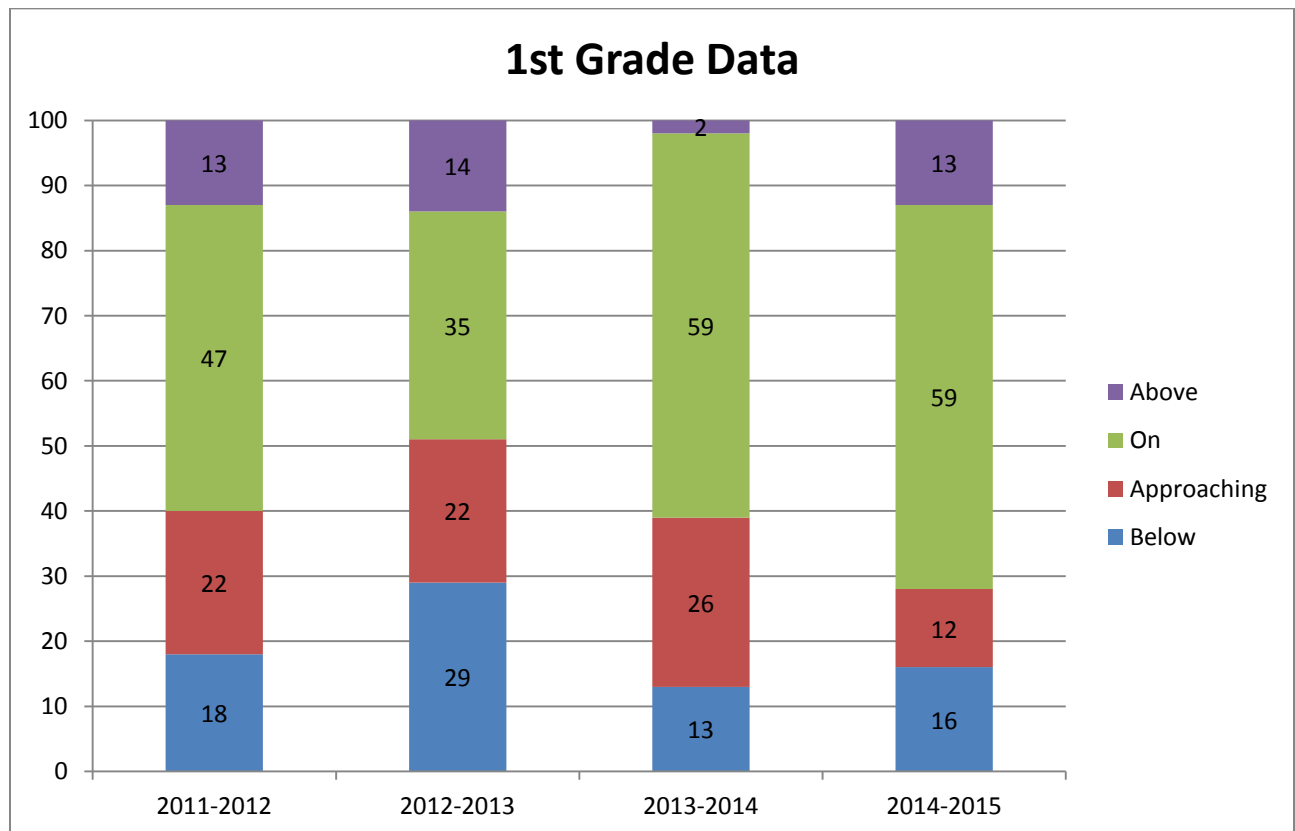
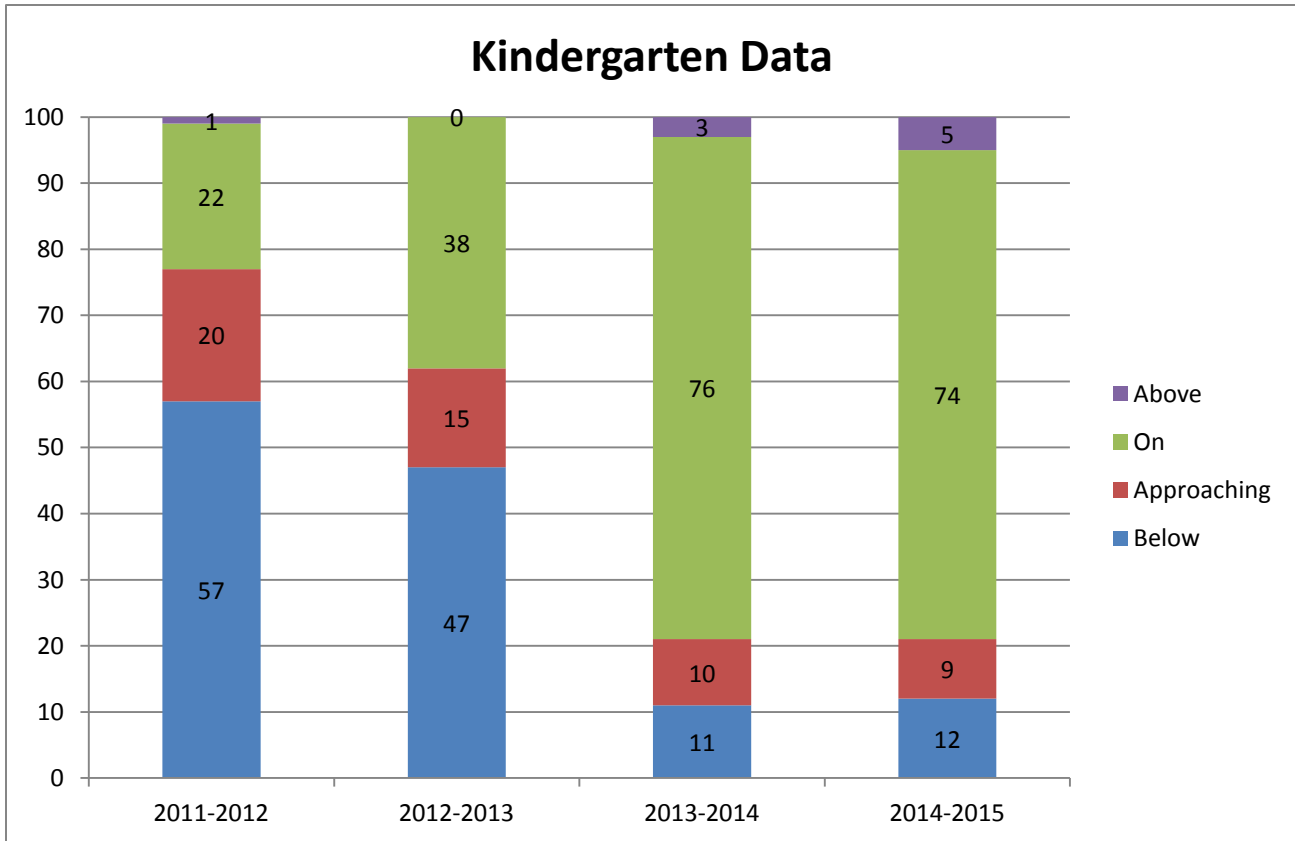
Current 2nd Graders 2014-2015

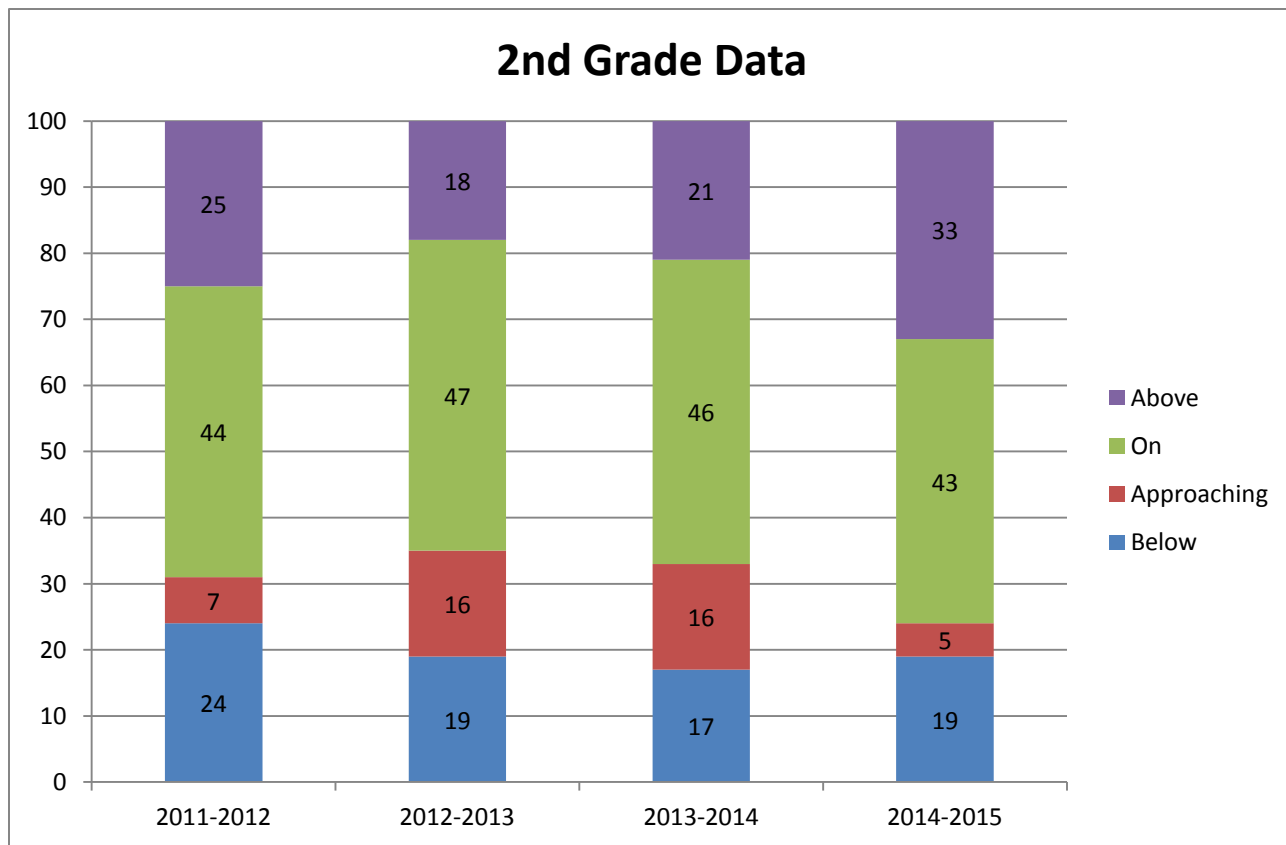


Current 1st Graders 2014-2015

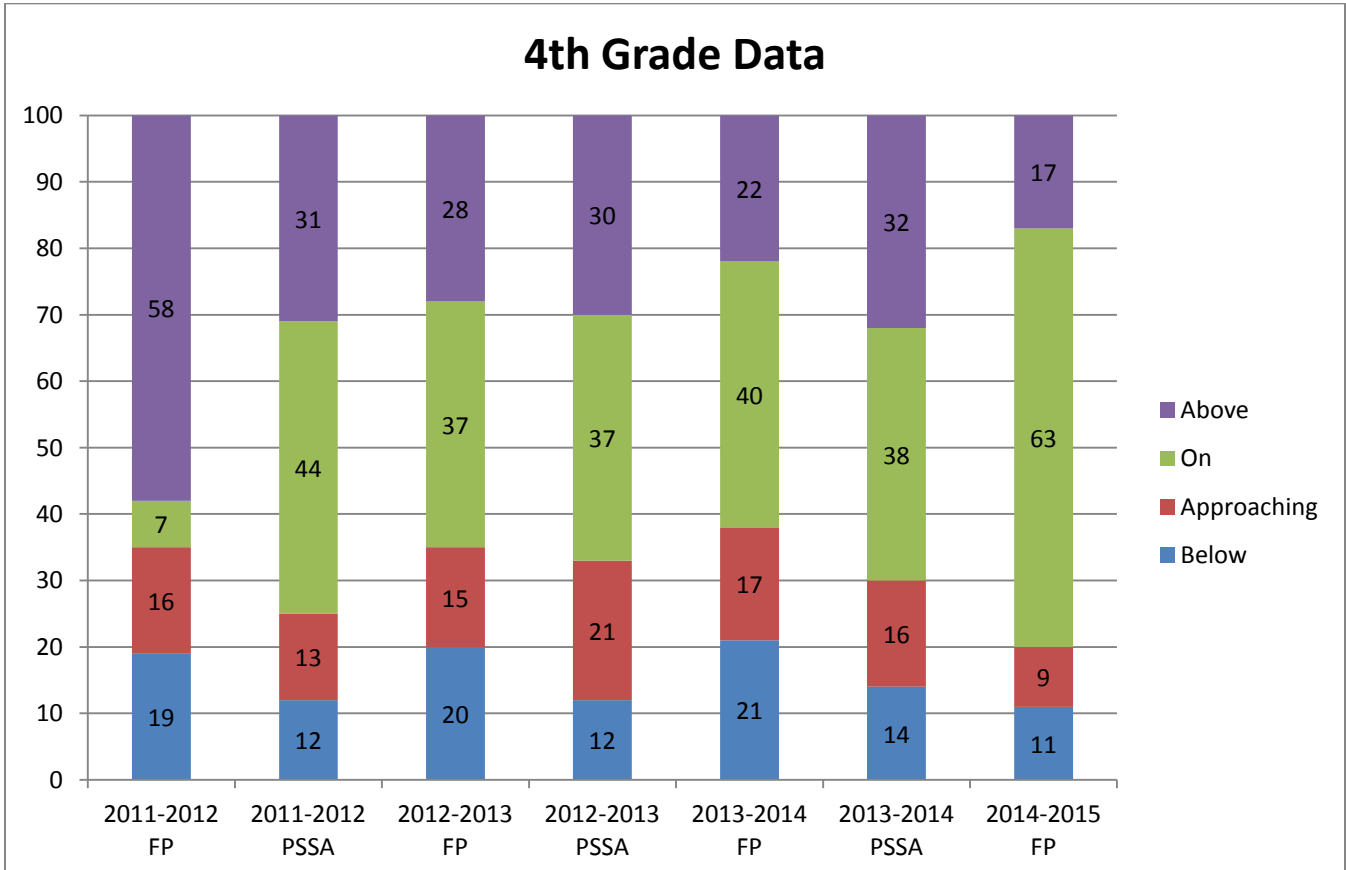
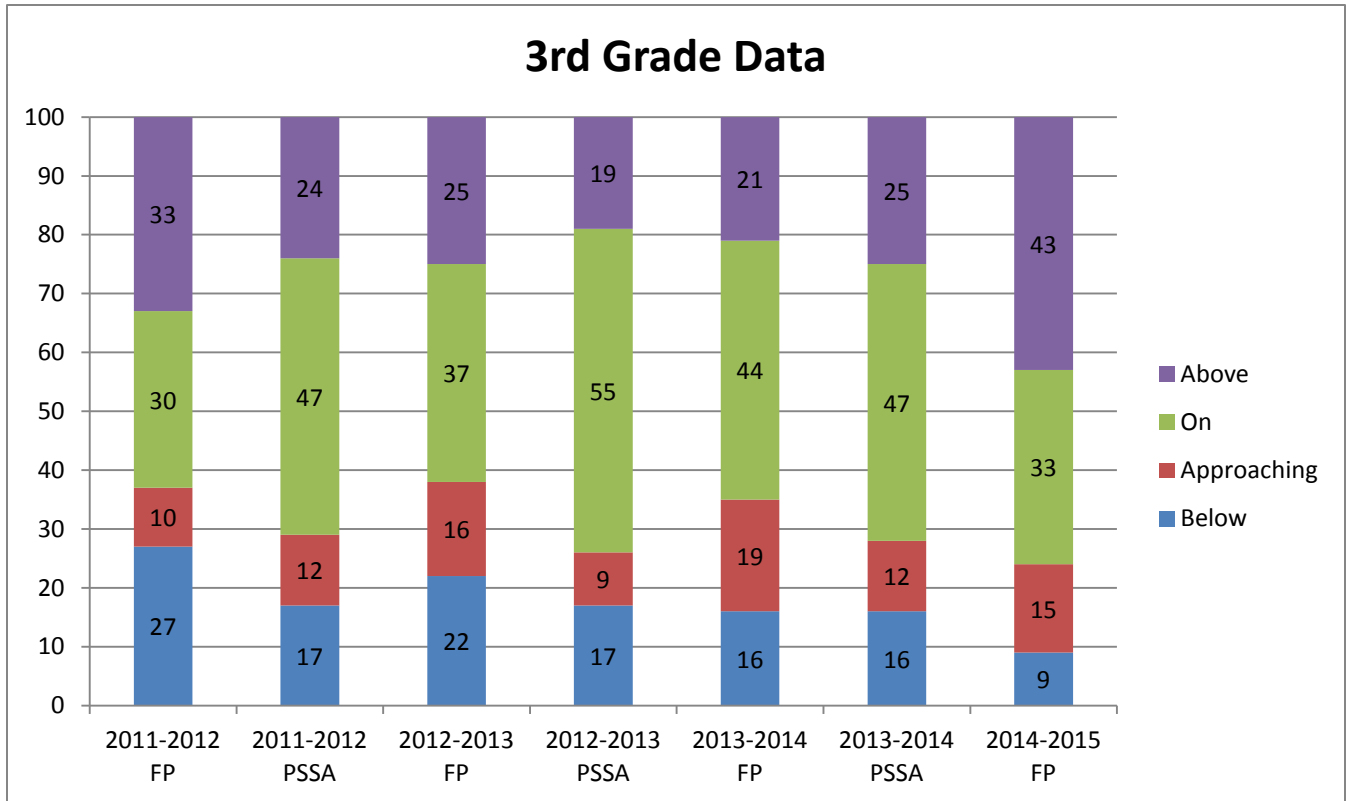


Grade Level Data Over Time





F & P and PSSA Data 2011-2015



PENNSYLVANIA SCHOOL PERFORMANCE PROFILE 2013-2014

Brief Overview

The SPP provides a building level academic score for educators as part of the Educator Effectiveness System as required by 24 P.S. § 11-1123 – Act 82 – 2012. In addition, provides information used in determining federal accountability status for Title I schools as required by the Federal Elementary and Secondary Education Act section 1111(h)(1) and (h)2. The public may be familiar with No Child Left Behind and the school designations related to performance: e.g., Made AYP, Making Progress, Warning, School Improvement, Corrective Action. Pennsylvania, by virtue of a waiver approved by the US Department of Education, has developed a new accountability system, which includes the School Performance Profile, to replace the No Child Left Behind system for state accountability.

The elements in the SPP are reflective of research and best practice – as well as comments and feedback from the field via the many focus groups held across the state.

The score for a school is based upon indicators that define a high performing school. Many data elements come together to create the academic score. These elements are categorized into five areas.

The first three areas represent 50 percent of the school academic performance score:

- **Indicators of Academic Achievement** - Include PSSA/Keystone performance, industry standards-based competency assessments, grade three reading proficiency, and SAT/ACT college ready benchmarks.
- **Indicators of Closing the Achievement Gap** - All student scores are used to define how well a school is making progress toward proficiency of all students. (Baseline 2013)
- **Indicators of Closing the Achievement Gap** - Historically Underperforming Students' scores are used to define how well a school is making progress toward proficiency. The high needs students are students who have historically not demonstrated proficiency. (Baseline 2013)

This category represents 40 percent of the school academic performance score:

- **Indicators of Academic Growth/PVAAS** - Measures the school's impact on the academic progress of groups of students from year-to-year.

This category represents 10 percent of the school academic performance score:

- **Other Academic Indicators** - Assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate, attendance rate).

Schools may earn up to 7 additional points via Extra Credit for Advanced Achievement based upon advanced performance on state and industry assessments, as well as for students earning a 3 or higher on an Advanced Placement exam.

Note: Data are displayed for each element if there are 11 or more students represented . This includes all the performance measures used to determine the academic performance score.

The full School Performance Profile can be accessed: <http://paschoolperformance.org/>

**2013-2014 SCHOOL PERFORMANCE PROFILE
ALL STUDENTS - BUILDING LEVEL SCORES**



CATEGORY	BUILDING	BUILDING	BUILDING
INDICATORS of ACADEMIC ACHIEVEMENT	BSES	BSMS	BSHS
Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	79.12	77.57	72.73
Reading/Literature - Percent Proficient or Advanced on PSSA/Keystone	70.71	74.25	85.71
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	83.75	70.27	65.16
Writing - Percent Proficient or Advanced on PSSA	NA	71.48	NA
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	NA	NA	65.00
INDICATORS of ACADEMIC GROWTH/PVAAS	BSES	BSMS	BSHS
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	77.00	100.00	91.00
Reading/Literature - Meeting Annual Academic Growth Expectations	70.00	83.00	74.00
Science/Biology - Meeting Annual Academic Growth Expectations	63.00	100.00	67.00
OTHER ACADEMIC INDICATORS	BSES	BSMS	BSHS
Cohort Graduation Rate			89.16
Promotion Rate	100.00	100.00	
Attendance Rate	95.32	94.69	93.39
Advanced Placement, International Baccalaureate, or College Credit			75.00
PSAT/Plan Participation			38.30
EXTRA CREDIT FOR ADVANCED ACHIEVEMENT	BSES	BSMS	BSHS
Percent PSSA/Keystone Advanced - Mathematics/Algebra I	50.84	59.97	6.49
Percent PSSA/Keystone Advanced - Reading/Literature	28.96	41.53	14.29
Percent PSSA/Keystone Advanced - Science/Biology	38.75	31.08	6.45
Percent PSSA Advanced - Writing	n/a	8.59	n/a
Percent Advanced-Industry Standards-Based Competency Assessments	n/a	n/a	65.00
Percent 3 or Higher on any AP Exam or 4 or Higher on any IB Exam	n/a	n/a	IS
BUILDING LEVEL ACADEMIC SCORE	77.4	84.0	77.1

2013-2014
Pennsylvania System of School Assessments (PSSA)

2013-2014	MATH (PERCENT PROFICIENT OR ABOVE)		READING (PERCENT PROFICIENT OR ABOVE)		SCIENCE (PERCENT PROFICIENT OR ABOVE)	
PSSA	BSSD %	STATE %	BSSD %	STATE %	BSSD %	STATE %
GRADE 3	85	75	72	70		
GRADE 4	72	76	69	68	82	79
GRADE 5	76	67	69	60		
GRADE 6	78	71	61	64		
GRADE 7	74	75	75	72		
GRADE 8	81	73	88	79	68	60

2013-2014	MATH (PERCENT PROFICIENT OR ABOVE)		LITERATURE (PERCENT PROFICIENT OR ABOVE)		BIOLOGY (PERCENT PROFICIENT OR ABOVE)	
KEYSTONE EXAMS	BSSD %	STATE %	BSSD %	STATE %	BSSD %	STATE %
	72	64	85	74	64	54

Note: Percentages Highlighted in YELLOW indicate scores at or above state level

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. In future years, pending funding, additional Keystone Exams will be administered.

The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

2013-2014 Keystone Exam Results

Content Area	Algebra I		Literature		Biology	
	BSSD % Proficient & Above	State % Proficient & Above	BSSD % Proficient & Above	State % Proficient & Above	BSSD % Proficient & Above	State % Proficient & Above
	72%	64%	85%	74%	64%	54%
Blue Highlight indicates scores at or above state level						

KEYSTONE EXAM SCALE SCORE RANGES

CONTENT AREA	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Algebra I	1200–1438	1439–1499	1500–1545	1546–1800
Biology	1200–1459	1460–1499	1500–1548	1549–1800
Literature	1200–1443	1444–1499	1500–1583	1584–1800

District PSSA Results in Grade 3 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	6%	9%	39%	46%	85%	75%
	2012–2013	99%	4%	16%	39%	41%	80%	77%
Historically Underperforming	2013–2014	99%	8%	15%	36%	41%	77%	61%
IEP	2013–2014	93%	38%	23%	31%	8%	38%	46%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	7%	14%	36%	43%	79%	60%
Male	2013–2014	100%	6%	9%	35%	51%	86%	75%
Female	2013–2014	99%	6%	10%	42%	42%	85%	74%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	4%	15%	65%	15%	81%	56%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	6%	7%	31%	55%	86%	83%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

SOURCE:

District PSSA Results in Grade 4 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	100%	15%	13%	20%	52%	72%	76%
	2012–2013	100%	13%	9%	24%	55%	79%	77%
Historically Underperforming	2013–2014	100%	24%	21%	28%	28%	56%	62%
IEP	2013–2014	100%	40%	20%	13%	27%	40%	45%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	22%	22%	30%	27%	57%	61%
Male	2013–2014	100%	16%	12%	17%	55%	72%	76%
Female	2013–2014	100%	15%	13%	22%	50%	72%	76%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	33%	13%	29%	25%	54%	57%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	100%	13%	13%	17%	57%	74%	84%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 5 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2013–2014	99%	9%	15%	17%	58%	76%	67%
	2012–2013	99%	14%	19%	29%	38%	68%	69%
Historically Underperforming	2013–2014	100%	16%	22%	20%	42%	62%	49%
IEP	2013–2014	100%	23%	38%	15%	23%	38%	31%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	15%	17%	24%	43%	67%	49%
Male	2013–2014	99%	10%	13%	22%	55%	77%	67%
Female	2013–2014	100%	9%	16%	12%	63%	75%	66%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	15%	15%	15%	55%	70%	45%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	9%	15%	18%	59%	77%	75%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 6 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
							0 20 40 60 80 100	
All Students	2013–2014	100%	11%	11%	23%	55%	76%	71%
	2012–2013	100%	14%	15%	28%	43%	71%	73%
Historically Underperforming	2013–2014	100%	21%	19%	23%	38%	60%	55%
IEP	2013–2014	100%	50%	29%	14%	7%	21%	33%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	19%	15%	26%	40%	66%	56%
Male	2013–2014	100%	15%	12%	26%	47%	73%	70%
Female	2013–2014	100%	8%	9%	20%	63%	83%	73%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	17%	8%	38%	38%	75%	53%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	100%	10%	11%	18%	61%	79%	79%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 7 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	16%	10%	17%	57%	74%	75%
	2012–2013	100%	8%	13%	24%	55%	79%	76%
Historically Underperforming	2013–2014	100%	28%	14%	18%	39%	58%	59%
IEP	2013–2014	100%	61%	33%	6%	0%	6%	36%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	23%	10%	20%	47%	67%	61%
Male	2013–2014	100%	15%	14%	11%	60%	71%	74%
Female	2013–2014	99%	17%	6%	23%	55%	77%	77%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	12%	12%	24%	52%	76%	56%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	16%	10%	15%	59%	74%	82%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 8 Mathematics










Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	8%	11%	14%	67%	81%	73%
	2012–2013	100%	9%	14%	26%	51%	77%	74%
Historically Underperforming	2013–2014	100%	19%	19%	24%	37%	61%	56%
IEP	2013–2014	100%	36%	29%	29%	7%	36%	33%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	22%	17%	20%	41%	61%	58%
Male	2013–2014	100%	11%	12%	19%	58%	77%	70%
Female	2013–2014	99%	6%	10%	10%	75%	84%	76%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	96%	15%	19%	31%	35%	65%	54%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	100%	7%	9%	11%	73%	84%	80%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District Keystone Exam Results in Grade 11 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	6%	22%	65%	7%	72%	64%
	2012–2013	99%	6%	25%	45%	24%	69%	64%
Historically Underperforming	2013–2014	100%	14%	32%	50%	4%	54%	42%
IEP	2013–2014	100%	27%	36%	36%	0%	36%	19%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	14%	32%	50%	5%	55%	44%
Male	2013–2014	99%	8%	15%	70%	8%	77%	62%
Female	2013–2014	99%	4%	29%	61%	6%	67%	65%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	6%	31%	50%	13%	63%	39%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	6%	22%	66%	6%	73%	71%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District Overall Results in Mathematics/Algebra I

This table captures the participation and performance results of students overall and by disaggregated group who took the PSSA in grades 3–8, and Keystone Exams in grade 11.

All Student Groups ¹	Participation ³			Performance ⁴									
	Tested # ²	Enrolled #	Assessed %	Percentage of students in each Performance Level				Percentage of students Proficient and above					
				Below Basic	Basic	Proficient	Advanced	0	20	40	60	80	100
All Students	1,064	1,099	99%	11%	13%	28%	49%						
Historically Underperforming	418	441	100%	19%	19%	29%	33%						
IEP	100	105	99%	41%	29%	21%	9%						
English Language Learner	39	41	100%	44%	31%	26%	0%						
Economically Disadvantaged	367	387	100%	17%	17%	30%	36%						
Male	536	550	100%	12%	13%	29%	47%						
Female	528	549	99%	9%	13%	27%	51%						
American Indian/Alaskan Native (not Hispanic)	—	—	—	—	—	—	—						
Asian (not Hispanic)	—	—	—	—	—	—	—						
Black or African American (not Hispanic)	—	—	—	—	—	—	—						
Hispanic (any race)	159	165	99%	16%	17%	36%	31%						
Multi-Racial (not Hispanic)	—	—	—	—	—	—	—						
White (not Hispanic)	887	915	99%	10%	12%	25%	53%						
Native Hawaiian/Other Pacific Islander (not Hispanic)	—	—	—	—	—	—	—						

District PSSA Results in Grade 3 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	17%	12%	47%	25%		70%
	2012–2013	99%	16%	8%	56%	19%		73%
Historically Underperforming	2013–2014	97%	28%	8%	46%	18%		54%
IEP	2013–2014	93%	85%	0%	15%	0%		37%
English Language Learner	2013–2014	—	—	—	—	—		—
Economically Disadvantaged	2013–2014	100%	26%	8%	47%	18%		55%
Male	2013–2014	99%	24%	12%	35%	29%		66%
Female	2013–2014	99%	10%	11%	58%	21%		74%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—		—
Asian (not Hispanic)	2013–2014	—	—	—	—	—		—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—		—
Hispanic (any race)	2013–2014	100%	38%	4%	54%	4%		49%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—		—
White (not Hispanic)	2013–2014	99%	12%	14%	45%	30%		79%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—		—
Migrant	2013–2014	—	—	—	—	—		—

District PSSA Results in Grade 4 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	100%	14%	17%	38%	31%		68%
	2012–2013	100%	12%	20%	38%	30%		66%
Historically Underperforming	2013–2014	100%	29%	21%	37%	13%		52%
IEP	2013–2014	100%	60%	13%	20%	7%		32%
English Language Learner	2013–2014	—	—	—	—	—		—
Economically Disadvantaged	2013–2014	100%	25%	23%	38%	13%		52%
Male	2013–2014	100%	18%	20%	34%	28%		64%
Female	2013–2014	100%	10%	14%	42%	34%		73%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—		—
Asian (not Hispanic)	2013–2014	—	—	—	—	—		—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—		—
Hispanic (any race)	2013–2014	100%	21%	29%	38%	13%		49%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—		—
White (not Hispanic)	2013–2014	100%	14%	14%	39%	34%		76%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—		—
Migrant	2013–2014	—	—	—	—	—		—










District PSSA Results in Grade 5 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	16%	15%	42%	27%	60%	60%
	2012–2013	97%	24%	14%	46%	16%	62%	61%
Historically Underperforming	2013–2014	100%	29%	22%	33%	16%	49%	41%
IEP	2013–2014	100%	69%	8%	23%	0%	23%	23%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	22%	24%	35%	20%	54%	42%
Male	2013–2014	99%	17%	17%	37%	29%	66%	56%
Female	2013–2014	100%	15%	12%	49%	24%	73%	64%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	15%	20%	45%	20%	65%	38%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	16%	13%	42%	28%	70%	69%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 6 Reading










Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	100%	16%	23%	24%	37%	61%	64%
	2012–2013	99%	14%	16%	32%	39%	70%	65%
Historically Underperforming	2013–2014	100%	32%	28%	19%	21%	40%	46%
IEP	2013–2014	100%	71%	14%	7%	7%	14%	24%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	26%	32%	21%	21%	43%	47%
Male	2013–2014	100%	22%	26%	18%	35%	53%	60%
Female	2013–2014	100%	11%	20%	30%	39%	70%	69%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	25%	25%	29%	21%	50%	42%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	100%	14%	21%	24%	41%	65%	72%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 7 Reading









Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	10%	15%	33%	42%		72%
	2012–2013	100%	6%	17%	30%	46%		70%
Historically Underperforming	2013–2014	100%	21%	21%	35%	23%		54%
IEP	2013–2014	100%	50%	33%	11%	6%		29%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	17%	17%	40%	27%		56%
Male	2013–2014	100%	15%	15%	31%	39%		66%
Female	2013–2014	99%	5%	14%	36%	45%		78%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	8%	16%	52%	24%		51%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	10%	14%	30%	46%		79%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

NOTE:

District PSSA Results in Grade 8 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	6%	6%	33%	55%		79%
	2012–2013	100%	13%	11%	24%	51%		77%
Historically Underperforming	2013–2014	100%	13%	13%	44%	31%		64%
IEP	2013–2014	100%	36%	14%	43%	7%		39%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	13%	11%	43%	33%		66%
Male	2013–2014	100%	11%	4%	36%	49%		74%
Female	2013–2014	99%	1%	8%	30%	60%		85%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	96%	12%	12%	42%	35%		62%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	100%	5%	5%	31%	59%		85%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District Keystone Exam Results in Grade 11 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014 2012–2013	99% 99%	4% 4%	11% 12%	71% 75%	14% 9%		74% 75%
Historically Underperforming	2013–2014	98%	8%	24%	63%	4%		54%
IEP	2013–2014	100%	9%	55%	36%	0%		29%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	98%	9%	19%	67%	5%		57%
Male	2013–2014	99%	8%	10%	70%	13%		69%
Female	2013–2014	99%	0%	13%	72%	15%		78%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	94%	13%	7%	80%	0%		53%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	2%	11%	71%	16%		80%
Native Hawaiian/Other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

SOURCE:

District Overall Results in Reading/Literature

This table captures the participation and performance results of students overall and by disaggregated group who took the PSSA in grades 3–8, and Keystone Exams in grade 11.

All Student Groups ¹	Participation ³			Performance ⁴				
	Tested # ²	Enrolled #	Assessed %	Percentage of students in each Performance Level				Percentage of students Proficient and above
				Below Basic	Basic	Proficient	Advanced	0 20 40 60 80 100
All Students	1,064	1,098	99%	12%	14%	41%	34%	
Historically Underperforming	417	439	100%	24%	18%	39%	19%	
IEP	100	105	99%	54%	20%	22%	4%	
English Language Learner ⁵	39	40	100%	51%	28%	21%	0%	
Economically Disadvantaged	366	386	100%	20%	18%	41%	20%	
Male	536	549	100%	16%	15%	38%	32%	
Female	528	549	99%	7%	13%	44%	35%	
American Indian/Alaskan Native (not Hispanic)	—	—	—	—	—	—	—	
Asian (not Hispanic)	—	—	—	—	—	—	—	
Black or African American (not Hispanic)	—	—	—	—	—	—	—	
Hispanic (any race)	158	164	99%	20%	16%	46%	18%	
Multi-Racial (not Hispanic)	—	—	—	—	—	—	—	
White (not Hispanic)	888	916	100%	10%	13%	40%	37%	
Native Hawaiian/other Pacific Islander (not Hispanic)	—	—	—	—	—	—	—	

District PSSA Results in Grade 4 Science

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	6%	12%	44%	38%	82%	79%
	2012–2013	99%	7%	14%	39%	41%	79%	78%
Historically Underperforming	2013–2014	100%	13%	18%	51%	18%	69%	66%
IEP	2013–2014	100%	27%	27%	40%	7%	47%	54%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	12%	17%	53%	19%	71%	65%
Male	2013–2014	99%	9%	13%	44%	34%	76%	78%
Female	2013–2014	99%	4%	11%	44%	42%	86%	80%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	9%	13%	70%	9%	76%	58%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	6%	12%	40%	43%	83%	88%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District PSSA Results in Grade 8 Science

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	100%	16%	16%	38%	29%	68%	60%
	2012–2013	100%	18%	18%	32%	32%	64%	60%
Historically Underperforming	2013–2014	100%	32%	21%	37%	10%	47%	39%
IEP	2013–2014	100%	50%	36%	14%	0%	14%	22%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	33%	17%	39%	11%	50%	40%
Male	2013–2014	100%	15%	14%	38%	33%	71%	60%
Female	2013–2014	100%	17%	18%	39%	27%	65%	60%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	38%	12%	50%	0%	50%	33%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	100%	12%	17%	36%	35%	72%	70%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

District Keystone Exam Results in Grade 11 Science

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above	
			Below Basic	Basic	Proficient	Advanced	District	State
All Students	2013–2014	99%	12%	25%	57%	6%	64%	54%
	2012–2013	98%	18%	37%	42%	4%	45%	45%
Historically Underperforming	2013–2014	100%	26%	26%	44%	4%	48%	32%
IEP	2013–2014	100%	55%	27%	18%	0%	18%	17%
English Language Learner	2013–2014	—	—	—	—	—	—	—
Economically Disadvantaged	2013–2014	100%	23%	25%	48%	5%	52%	33%
Male	2013–2014	100%	13%	15%	65%	8%	73%	54%
Female	2013–2014	99%	11%	34%	49%	5%	54%	54%
American Indian/Alaskan Native (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Asian (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Black or African American (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Hispanic (any race)	2013–2014	100%	13%	50%	31%	6%	38%	29%
Multi-Racial (not Hispanic)	2013–2014	—	—	—	—	—	—	—
White (not Hispanic)	2013–2014	99%	12%	21%	61%	6%	67%	62%
Native Hawaiian/other Pacific Islander (not Hispanic)	2013–2014	—	—	—	—	—	—	—
Migrant	2013–2014	—	—	—	—	—	—	—

Attendance and Graduation Data

Pennsylvania's Accountability Data includes data on student performance on the other academic indicators, attendance and graduation rate. Both measures are based on data from the previous academic year. Attendance rates measure the number of days that a student was both enrolled and present in the school. Research shows that a strong relationship exists between regular attendance and academic performance. A four-year adjusted cohort graduation rate, five-year adjusted cohort graduation rate, and a six-year adjusted cohort graduation rate are calculated. Graduates for a particular year are the number of students graduating in four years, five years or six years with a regular diploma. A four-year cohort is described as students entering the 9th grade for the first time four years earlier plus "transfers in" minus "transfers out" over four years. A five-year cohort is described as students entering the 9th grade for the first time five years earlier plus "transfers in" minus "transfers out" over five years. A six-year cohort is described as students entering the 9th grade for the first time six years earlier plus "transfers in" minus "transfers out" over six years. The graduation rate is the number of graduates for a particular year divided by the four-year, five-year or six-year cohort multiplied by 100.

Attendance and Graduation Measures

	Attendance Measure ¹ Attendance Goal: 90%			Graduation Measure ² Graduation Goal: 85%						
All Student Groups ³		District	State		4 yr District	5 yr District	6 yr District	4 yr State	5 yr State	6 yr State
All Students	✓	95%	94%	✓	89%	NA	NA	86%	86%	85%
Historically Underperforming ⁴	✓	94%	93%	✓	89%	NA	NA	78%	—	—
IEP	✓	93%	93%	✓	87%	NA	NA	75%	74%	74%
English Language Learner	✓	95%	93%	—	—	—	—	77%	68%	68%
Economically Disadvantaged	✓	94%	92%	✓	93%	NA	NA	77%	77%	75%
Male	✓	95%	94%	✓	88%	NA	NA	84%	84%	83%
Female	✓	94%	94%	✓	91%	NA	NA	88%	87%	87%
American Indian/Alaskan Native (not Hispanic)	—	—	93%	—	—	—	—	74%	77%	82%
Asian (not Hispanic)	—	—	96%	—	—	—	—	92%	93%	95%
Black or African American (not Hispanic)	✓	93%	92%	—	—	—	—	73%	72%	69%
Hispanic (any race)	✓	95%	93%	✓ ¹	—	75%	100%	71%	71%	68%
Multi-Racial (not Hispanic)	✓	93%	94%	—	—	—	—	80%	78%	79%
White (not Hispanic)	✓	94%	95%	✓	90%	NA	NA	90%	90%	90%
Native Hawaiian/other Pacific Islander (not Hispanic)	—	—	95%	—	—	—	—	65%	37%	35%
Migrant	✓	95%	94%	—	—	—	—	75%	84%	85%

Special Education Program
STAR ASSESSMENT READING SCALED SCORES
2014-2015

Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
5	246	2.3	8/25/2014	256	2.4	5/15/2015	10	0.1
5	83	1.3	1/9/2015	230	2.1	5/15/2015	147	0.8
5	222	2.1	8/25/2014	258	2.4	5/15/2015	36	0.3
5	560	5.1	8/25/2014	563	5.1	1/8/2015	3	---
5	494	4.5	8/25/2014	494	4.5	5/15/2015	---	---
5	479	4.5	8/25/2014	536	5.9	3/24/2015	57	1.4
5	303	2.6	1/15/2015	475	4.3	5/15/2015	172	1.7
5	402	3.5	8/25/2014	459	4.1	5/15/2015	57	0.6
5	277	2.5	8/25/2014	349	3.0	5/15/2015	72	1
5	405	3.5	8/25/2014	413	3.6	2/19/2015	8	0.1
Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
6	423	3.7	8/22/2014	375	3.2	5/20/2015	(48)	(1)
6	466	4.2	8/25/2014	500	4.5	5/11/2015	34	0.3
6	508	4.6	8/22/2014	509	4.6	5/20/2015	1	---
6	376	3.2	8/22/2014	497	4.5	5/20/2015	121	1.3
6	677	6.1	8/25/2014	662	6	5/13/2015	(15)	(0.1)
6	457	4.1	8/22/2014	562	5.1	5/20/2015	105	1.0
6	347	3	8/22/2014	367	3.1	5/20/2015	20	0.1
6	529	4.8	8/25/2014	585	5.3	5/15/2015	56	0.5
6	386	3.3	8/22/2014	460	4.1	5/15/2015	74	0.8
6	502	4.5	8/22/2014	488	4.4	5/20/2015	(14)	(0.1)
6	645	5.8	8/25/2014	818	7.2	5/11/2015	173	1.4
6	522	4.8	8/22/2014	632	5.7	5/20/2015	101	0.9
6	333	2.9	8/22/2014	318	2.8	5/20/2015	(15)	(0.1)
6	682	6.1	8/22/2014	788	7.1	5/20/2015	105	1.6
Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
7	339	2.9	8/21/2014	494	4.5	5/7/2015	155	1.6
7	247	2.3	8/21/2014	284	2.5	5/7/2015	37	0.2
7	338	2.9	8/21/2014	327	2.8	5/7/2015	(11)	(0.1)
7	223	2.1	8/21/2014	295	2.6	5/7/2015	72	0.5
7	340	2.9	8/21/2014	175	1.9	5/7/2015	(165)	(1.0)
7	357	3.1	8/21/2014	533	4.9	5/7/2015	176	1.8
7	369	3.2	8/21/2014	259	2.4	5/7/2015	(110)	-0.8
7	498	4.5	8/21/2014	545	5.0	5/7/2015	47	0.5
Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
8	396	3.4	8/21/2014	492	4.4	5/14/2015	96	1.0
8	583	5.3	8/21/2014	561	5.1	5/21/2015	(22)	(0.2)
8	496	4.5	8/21/2014	617	5.6	5/25/2015	121	1.1
8	538	4.9	8/21/2014	649	5.9	5/14/2015	111	1.0
8	235	2.2	8/21/2014	466	4.2	5/14/2015	231	2.0
8	344	3.0	8/21/2014	488	4.4	5/26/2015	144	1.4
8	321	2.8	8/21/2014	450	4.7	5/12/2015	129	1.9
8	514	4.7	8/21/2014	623	5.7	5/21/2015	109	1.0

Special Education Program
STAR ASSESSMENT MATH SCALED SCORES
2014-2015

Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
5	548	4.8	8/27/2014	844	8.0	5/18/2015	296	3.2
5	613	4.2	1/15/2015	740	6.4	1/16/2015	127	2.2
5	565	3.6	1/20/2015	633	4.4	1/15/2015	68	0.8
5	436	2.2	8/27/2014	543	3.3	1/15/2015	107	1.1
5	705	5.6	8/27/2014	781	7.6	5/18/2015	76	2.0
5	647	4.6	8/27/2014	719	5.9	1/15/2015	72	1.3
5	570	3.6	8/27/2014	662	4.9	1/15/2015	92	1.3
Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
6	617	4.2	8/26/2014	739	6.3	5/12/2015	122	2.1
6	557	3.5	8/26/2014	554	3.4	5/12/2015	(3)	(0.1)
6	606	4.1	8/26/2014	789	7.9	5/12/2015	183	3.8
6	570	3.6	8/26/2014	659	4.8	5/12/2015	89	1.2
6	586	3.8	8/26/2014	623	4.3	5/12/2015	37	0.5
6	632	4.4	8/26/2014	705	5.6	5/20/2015	73	1.2
6	762	6.9	8/26/2014	880	9.0	5/12/2015	118	2.1
6	554	3.4	8/26/2014	683	5.2	5/12/2015	129	1.8
6	676	5.1	8/26/2014	791	7.9	5/12/2015	115	2.8
6	480	2.6	8/26/2014	685	5.3	5/12/2015	205	2.7
Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
7	609	4.1	8/26/2014	670	5.7	5/13/2015	61	1.6
7	711	5.7	8/26/2014	730	6.1	5/13/2015	19	0.4
7	614	4.2	8/26/2014	382	1.7	5/22/2015	(232)	(2.5)
7	618	4.2	8/26/2014	643	4.6	5/13/2015	25	0.4
7	563	3.5	8/26/2014	533	3.2	5/13/2015	(30)	(0.3)
Grade	Scaled Score	Grade Equiv.	First Test Date	Scaled Score	Grade Equiv.	Last Test Date	Growth Scaled Score	Growth in Grade Equiv.
8	597	3.9	8/26/2014	755	6.7	5/21/2015	158	2.8
8	493	2.8	8/26/2014	801	8.4	5/21/2015	308	5.6
8	518	3.0	8/26/2014	698	5.5	5/20/2015	180	2.5
8	566	3.6	8/26/2014	622	4.3	5/21/2015	56	0.7
8	598	4.0	8/26/2014	755	6.7	5/20/2015	157	2.7
8	620	4.3	8/28/2014	756	6.8	5/20/2015	136	2.5
8	597	3.9	8/26/2014	755	7.3	5/20/2015	158	3.4
8	664	4.9	8/26/2014	785	7.7	5/20/2015	121	2.8
8	684	5.2	8/26/2014	895	11.0	5/20/2015	211	5.8

BERMUDIAN SPRINGS SCHOOL DISTRICT
York Springs, Pennsylvania 17372-8807

**MONTHLY ENROLLMENT SUMMARY
2014-2015**

GRADE LEVEL	YOG	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	# OF CLASSES
K	2027	128	131	131	124	123	124	124	124	125	125	6
1	2026	143	142	143	138	142	141	143	144	143	143	7
2	2025	144	143	143	141	140	140	141	141	141	142	6
3	2024	166	166	165	162	163	161	162	162	163	163	7
4	2023	138	136	137	136	137	134	134	134	134	135	6
K-4 TOTAL		719	718	719	701	705	700	704	705	706	708	32
5	2022	167	168	165	165	165	169	169	167	167	167	7
6	2021	155	157	157	156	156	155	154	151	153	152	7
7	2020	151	152	153	154	152	154	154	153	153	152	8
8	2019	174	174	174	175	174	176	176	176	176	175	8
MS TOTAL		647	651	649	650	647	654	653	647	649	646	30
9	2018	159	159	159	160	160	162	161	161	161	161
10	2017	156	159	158	158	158	157	156	154	153	153
11	2016	159	158	159	158	158	159	160	159	159	159
12	2015	164	166	165	165	164	163	165	163	163	163
HS TOTAL		638	642	641	641	640	641	642	637	636	636
DIST TOTAL		2004	2011	2009	1992	1992	1995	1999	1989	1991	1990
PREV YR TOTAL		2024	2019	2005	2001	1991	1999	1993	1998	1994	1989